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[Whole Number 228]

REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1891-'92.

VOLUME 2.

CONTAINING PARTS II AND III.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1894.

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UNIV. OF CALIFORNIA

PART II.

CHAPTER XVI.

NAME REGISTER.[1]

1.—CHIEF STATE SCHOOL OFFICERS.

Name.	Address.	Official designation.
J. G. Harris	Montgomery, Ala	State superintendent of education.
Sheldon Jackson	Sitka, Alaska	General agent of education.
F. J. Netherton	Mesa, Ariz	Superintendent of public instruction.
Josiah H. Shinn	Little Rock, Ark	State superintendent of public instruction.
J. W. Anderson	Sacramento, Cal	Do.
J. F. Murray	Denver, Colo	Do.
C. D. Hine	Hartford, Conn	Secretary of State board of education.
Robert J. Reynolds	Dover, Del	President of State board of education.
W. B. Powell	Washington, D. C	Superintendent of District schools.
W. N. Sheats	Tallahassee, Fla	State superintendent of public instruction.
S. D. Bradwell	Atlanta, Ga	State school commissioner.
B. Byron Lower	Boise City, Idaho	State superintendent of public instruction.
Henry Raab	Springfield, Ill	Do.
H. D. Vories	Indianapolis, Ind	Do.
Henry Sabin	Des Moines, Iowa	Do.
H. N. Gaines	Topeka, Kans	Do.
Ed. Porter Thompson	Frankfort, Ky	Do.
A. D. Lafargue	Baton Rouge, La	State superintendent of education.
N. A. Luce	Augusta, Me	State superintendent of common schools.
E. B. Prettyman	Baltimore, Md	State superintendent of public instruction.
Frank A. Hill	Boston, Mass	Secretary of State board of education.
Henry R. Pattengill	Lansing, Mich	State superintendent of public instruction.
W. W. Pendergast	St. Paul, Minn	Do.
J. R. Preston	Jackson, Miss	State superintendent of education.
L. E. Wolfe	Jefferson City, Mo	State superintendent of public schools.

[1] Including all changes reported to the Bureau up to May, 1894.

I.—Chief State School Officers—Continued.

Name.	Address.	Official designation.
E. A. Steere	Helena, Mont	State superintendent of public instruction.
A. K. Goudy	Lincoln, Nebr	Do.
Orvis Ring	Carson City, Nev	Do.
Fred. Gowing	Concord, N. H	Do.
A. B. Poland	Trenton, N. J	Do.
Amado Chavez	Santa Fe, N. Mex	Superintendent of public instruction.
James F. Crooker	Albany, N. Y	State superintendent of public instruction.
Jno. C. Scarborough	Raleigh, N. C	Do.
Mrs. Laura J. Eisenhuth	Bismarck, N. Dak	Do.
Oscar T. Corson	Columbus, Ohio	State commissioner of common schools.
E. D. Cannon	Guthrie, Okla	Superintendent of public instruction.
E. B. McElroy	Salem, Oreg	State superintendent of public instruction.
Nathan C. Schaeffer	Harrisburg, Pa	Do.
T. B. Stockwell	Providence, R. I	Commissioner of public schools.
W. D. Mayfield	Columbia S. C	State superintendent of education.
Cortez Salmon	Pierre, S. Dak	State superintendent of public instruction.
Frank M. Smith	Nashville, Tenn	Do.
J. M. Carlisle	Austin, Tex	Do.
J. S. Boreman	Ogden, Utah	Commissioner of schools
M. S. Stone	Montpelier, Vt	State superintendent of education.
John E. Massey	Richmond, Va	State superintendent of public instruction.
C. W. Bean	Olympia, Wash	Do.
Virgil A. Lewis	Charleston, W. Va	State superintendent of free schools.
Oliver E. Wells	Madison, Wis	State superintendent of public schools.
Stephen T. Farwell	Cheyenne, Wyo	State superintendent of public instruction.

II.—City Superintendents.

ALABAMA.

Anniston, L. D. Miller.[1]
Bessemer, A. M. Hendon.
Birmingham, J. H. Phillips.
Eufaula, J. J. Kilpatrick.
Florence, H. C. Gilbert.
Huntsville, A. W. Eshman.
Mobile, John D. Yerby.
Montgomery. C. L. Floyd.
Selma, Louis E. Jeffries.
Tuscaloosa, Carleton Mitchell.

ARIZONA.

Tucson, ——— ———*.

ARKANSAS.

Fort Smith. J. L. Holloway.
Helena, John Caldwell Davidson.
Hot Springs, George B. Cook.
Little Rock, J. R. Rightsell.
Pine Bluff, Ruth McBride.

CALIFORNIA.

Alameda. D. J. Sullivan.
Berkeley, S. D. Waterman.
Eureka, G. Warren.
Fresno, T. L. Heaton.
Los Angeles, Leroy T. Brown.
Napa City, J. L. Shearer.[2]

[1] County superintendent; post-office, Jacksonville.
[2] Principal.

UNIV. OF CALIFORNIA

II.—City Superintendents—Continued.

CALIFORNIA—continued.

Oakland, J. W. McClymonds.
Pasadena, James D. Graham.
Riverside, Eli F. Brown.
Sacramento, O. W. Erlewine.
San Bernardino, W. Scott Thomas.
San Diego, Eugene De Burn.
San Francisco, John Swett.
San Jose, Frank P. Russell,
Santa Barbara, C. Y. Roop.
Santa Cruz, J. W. Linscott.
Santa Rosa, I. S. Crawford.
Stockton, James A. Barr.
Vallejo, L. G. Harrier.

COLORADO.

Aspen, J. F. Keating.
Colorado Springs, P. K. Pattison.
Denver, District No. 1, Aaron Gove.
Denver, District No. 2, L. C. Greenlee.
Denver, District No. 17, J. H. Van Sickle.
Highlands, J. H. Van Sickle.
Leadville, W. W. Watters.
Pueblo, District No. 1, James S. McClung.
Pueblo, District No. 20, P. W. Search.
Trinidad, E. C. Stevens.

CONNECTICUT.

Ansonia, W. H. Angleton.
Birmingham, Rebert L. Gilbert.
Bridgeport, Charles W. Deane.
Bristol, James F. Williams.
Danbury, J. M. Smith.
Greenwich, George P. Fisher.
Hartford, John H. Brocklesby.
Manchester, Oliver B. Taylor.[1]
Meriden, J. T. Pettee.
Middletown, Walter B. Ferguson.
New Britain, J. N. Bartlett.
New Haven, Virgil G. Curtis.
New London, Charles B. Jennings.[2]
Norwalk, Charles Olmstead.[1]
Norwich, N. L. Bishop.
Rockville, I. M. Agard.[3]
Stamford, Everett C. Willard.
Thompsonville, E. H. Parkman.[4]
Torrington, Edwin H. Forbes.
Wallingford, Daniel R. Knight.
Waterbury, M. S. Crosby.
Willimantic, ——— ———.
Winsted, Walter G. Mitchell.[3]

DELAWARE.

New Castle, A. H. Knapp.
Wilmington, David W. Harlan.

DISTRICT OF COLUMBIA.

Washington, William B. Powell, superintendent of public schools.
Washington, G. F. T. Cook, superintendent of colored schools.

FLORIDA.

Jacksonville, Joel D. Mead.[5]
Key West, C. F. Kemp.[5]
Pensacola, N. B. Cook.[5]
St. Augustine, R. F. Sabate.[5]
Tampa, L. W. Buchholz.[5]

GEORGIA.

Albany, J. S. Davis.
Americus, Wm. Harper.
Athens, G. G. Bond.
Atlanta, W. F. Slaton.
Augusta, Lawton B. Evans.
Brunswick, A. I. Branham.
Columbus, W. H. Woodhall.
Griffin, Bothwell Graham.
Macon, B. M. Zettler.
Rome, James C. Harris.
Savannah, W. H. Baker.
Thomasville, K. T. MacLean.[4]

ILLINOIS.

Alton, Robert A. Haight.
Aurora, District No. 5, J. H. Freeman.
Austin, Newell D. Gilbert.
Beardstown, M. Moore.
Belleville, H. D. Updike.
Bloomington, E. M. Van Petten.
Braidwood, C. F. Van Doren.
Cairo, Taylor C. Clendenen.
Canton, C. M. Bardwell.
Centralia, ——— ———.
Champaign, C. A. Bowsher.
Charleston, J. W. Henninger.
Chicago, Albert G. Lane.
Danville, Joseph Carter.
Decatur, E. A. Gastman.
Dixon, W. H. Williamson.
Duquoin, J. E. Wooters.
East St. Louis, James P. Slade.
Elgin, H. F. Derr.
Evanston, Homer H. Kingsley.
Freeport, F. T. Oldt.
Galena, I. C. Baker.
Galesburg, William L. Steele.
Jacksonville, John R. Long.
Joliet, D. H. Darling.
Kankakee, F. N. Tracy.
Kewanee, E. C. Rosseter.
La Salle, L. A. Thomas.
Lincoln, A. L. Anderson.
Litchfield, J. E. Bryan.
Macomb, S. F. Hall.
Mattoon, B. F. Armitage.
Moline, H. M. Slauson.
Monmouth, James C. Burns.
Oak Park, W. H. Hatch.
Ottawa, ——— ———.
Pana, L. S. Ham.
Paris, Alfred Harvey.
Pekin, F. W. Reubelt.
Peoria, Newton Charles Dougherty.
Peru, Fred W. Smedley.
Quincy, T. W. Macfall.

[1] Secretary of the Board of School Visitors.
[2] Acting school visitor.
[3] Principal.
[4] Principal of the high school.
[5] County superintendent.

II.—City Superintendents—Continued.

ILLINOIS—continued.

Rock Island, S. S. Kemble.
Rockford, P. R. Walker.
Springfield, J. H. Collins.
Sterling, district No. 3, Alfred Bayliss.
Streator, J. N. Patrick.
Waukegan, Frank H. Hall.

INDIANA.

Anderson, John W. Carr.
Bloomington, D. W. Leonard.
Brazil, John C. Gregg.
Columbus, J. A. Carnagey.
Connersville, W. F. L. Sanders.
Crawfordsville, Samuel E. Harwood.
Elkhart, D. W. Thomas.
Evansville, J. W. Layne.
Fort Wayne, John S. Irwin.
Frankfort, B. F. Moore.
Goshen, William H. Sims.
Greencastle, Robert A. Ogg.
Hammond, W. C. Belman.
Huntington, Robert I. Hamilton.
Indianapolis, L. H. Jones.
Jeffersonville, P. P. Stultz.
Kokomo, H. G. Woody.
Lafayette, Edward Ayres.
La Porte, —— ——.
Lawrenceburg, W. H. Rucker.
Logansport, Albert H. Douglass.
Madison, D. M. Geeting.
Marion, W. D. Weaver.
Michigan City, James C. Black.
Mount Vernon, H. P. Leavenworth.
Muncie, W. R. Snyder.
New Albany, J. B. Starr.
Peru, W. R. J. Stratford.
Richmond, Justin N. Study.
Seymour, H. C. Montgomery.
Shelbyville, J. C. Eagle.
South Bend, Calvin Moon.
Terre Haute, William H. Wiley.
Valparaiso, William H. Banta.
Vincennes, Albert E. Humke.
Wabash, M. W. Harrison.
Washington, William F. Hoffman.

IOWA.

Atlantic, G. W. Samson.
Boone, George I. Miller.
Burlington, Charles Eldred Shelton.
Cedar Rapids, J. F. Merrill.
Clinton, O. P. Bostwick.
Council Bluffs, Hugh W. Sawyer.
Creston, H. B. Larrabee.
Davenport, J. B. Young.
Des Moines, East Side, Amos Hiatt.
Des Moines, West Side, F. B. Cooper.
Des Moines, North Side, O. E. Smith.
Dubuque, Thomas Hardie.[1]
Fort Dodge, F. C. Wildes.
Fort Madison, C. H. Morrill.

IOWA—continued.

Iowa City, W. F. Cramer.
Keokuk, O. W. Weyer.
Le Mars, E. N. Coleman.
Lyons, H. E. Robbins.
Marshalltown, C. P. Rogers.
Mason City, A. R. Sale.
Muscatine, F. M. Witter.
Oskaloosa, Orion C. Scott.
Ottumwa, A. W. Stuart.
Sioux City, H. E. Kratz.
Waterloo, East Side, F. J. Sessions.
Waterloo, West Side, George A. Bateman.

KANSAS.

Argentine, Charles R. Sator.
Arkansas City, T. W. Conway.
Atchison, J. H. Glotfelter.
Emporia, John Dietrich.
Fort Scott, Guy P. Benton.
Hutchinson, John A. McClain.
Junction City, G. W. Kendrick.
Kansas City, L. L. L. Hanks.
Lawrence, Edmund Stanley.
Leavenworth, James E. Klock.
Newton, J. W. Cooper.
Ottawa, Frank P. Smith.
Parsons, H. C. Ford.
Pittsburg, C. M. Ligh[illegible].
Salina, —— ——.
Topeka, William M. Davidson.
Wellington, —— ——.
Wichita, William Richardson.
Winfield, J. W. Spindler.

KENTUCKY.

Ashland, John G. Crabbe.
Bowling Green, W. B. Wylie.
Covington, W. C. Warfield.
Dayton, R. M. Mitchell.
Frankfort, McHenry Rhoades.
Henderson, Edward S. Clark.
Hopkinsville, Charles H. Dietrich.
Lexington, William Rogers Clay.
Louisville, George H. Tingley, jr.
Maysville, J. H. Rowland.[2]
Newport, John Burke.
Owensborough, James McGinniss.
Paducah, George O. McBroom.
Paris, Clarence L. Martin.
Richmond, George W. Pickels.
Winchester, C. E. Lyddane.[3]

LOUISIANA.

Baton Rouge, Fred. J. Tunnard.[4]
New Orleans, Warren Easton.
Shreveport, John L. Hargrove.

MAINE.

Auburn, W. W. Stetson.
Augusta, J. Frank Leland.[5]
Bangor, Miss Mary S. Snow.

[1] Secretary of the Board of Education
[2] Principal of the high school.
[3] County superintendent.
[4] Parish superintendent
[5] Supervisor.

UNIV. OF CALIFORNIA

II.—City Superintendents—Continued.

MAINE—continued.

Bath, J. C. Phillips.
Belfast, A. I. Brown.
Biddeford, Royal E Gould.
Brewer, George Curtis.
Calais, A. J. Padelford.
Ellsworth, John F. Knowlton.
Gardiner, James M. Larrabee.[1]
Lewiston, W. W. Stetson.
Portland, Orlando M. Lord.
Rockland, J. R. Dunton.
Saco, Walter T. Goodale.
Waterville, J. H. Blanchard.

MARYLAND.

Annapolis, John C. Bannon.[2]
Baltimore Henry A. Wise.
Cambridge, James L. Bryan.[2]
Cumberland, H. G. Weimer.[2]
Frederick, Ephraim L. Boblitz.[2]
Hagerstown, George C. Pearson.[2]

MASSACHUSETTS.

Adams, Walter P. Beckwith.
Amesbury, Frank Savage.[3]
Attleborough, J. O. Tiffany.
Beverly, A. L. Safford.
Boston, Edwin P. Seaver.
Brockton, B. B Russell.
Brookline, S. T. Dutton.
Cambridge, Francis Cogswell.
Chelsea, Eben H. Davis.
Chicopee, R. H. Perkins.
Clinton, Charles L. Hunt.
Danvers, A. P. Learoyd.
Dedham, Roderick Whittlesey Hine.
Everett, R. J. Condon.
Fall River, William Connell.
Fitchburg, Joseph G. Edgerley.
Framingham, Orville W. Collins.
Gardner, Louis P. Nash.
Gloucester, Freeman Putney.
Haverhill Albert L. Bartlett.
Holyoke, Edwin L. Kirtland.
Hyde Park, Richard M. Johnson.[4]
Lawrence, William C. Bates.
Lowell, Arthur K. Whitcomb.
Lynn, Orsamus B. Bruce.
Malden, Charles A. Daniels.
Marblehead, ——— ———.
Marlboro, John E. Burke.
Medford, Ephraim Hunt.
Melrose, Benjamin F. Robinson.
Milford, S. F. Blodgett.
Natick, Frank E. Parlin.
New Bedford, William E. Hatch.
Newburyport, William P. Lunt.
Newton, George I. Aldrich.
North Adams, Mrs. Julia M. Dewey.
Northampton, Alvin F. Pease.
Peabody, John B. Gifford.

MASSACAUSETTS—continued.

Pittsfield, Eugene Bouten.
Plymouth, Charles Burton.
Quincy, H. W. Lull.
Salem, William A. Mowry.
Somerville, Gordon A. Southworth.
Southbridge, John T. Clarke.
Spencer, Wyman C. Fickett.
Springfield, Thomas M. Balliet.
Stoneham, Sarah A. Lynde.[4]
Taunton, C. F. Boyden.
Waltham, Henry Whittemore.
Watertown, George R. Dwelley.
Westfield, G. H. Danforth.
Weymouth, I. M. Norcross.
Woburn, F. B. Richardson.
Worcester, Clarence F. Carroll.

MICHIGAN.

Adrian, George W. Walker.
Alpena, L. S. Norton.
Ann Arbor, Walter S. Perry.
Au Sable, E. M. Hartman.
Battle Creek, F. W. Arbury.
Bay City, J. W. Smith.
Big Rapids, James R. Miller.
Cadillac, George R. Catton.
Cheboygan, William C. Thompson.
Coldwater, Egbert L. Briggs.
Detroit, W. E. Robinson.
Escanaba, S. S. Biggs.
Flint, George M. Fisk.
Grand Haven, J. B. Estabrook.
Grand Rapids, W. W. Chalmers.
Ionia, C. L. Bemis.
Iron Mountain, E. F. Abernethy.
Ironwood, L. L. Wright.
Ishpeming, Harlow Olcott.
Jackson, District No. 1, Thomas L. Evans.
Jackson, District No. 17, ——— ———.
Kalamazoo, O. E. Latham.
Lansing, Charles O. Hoyt.
Ludington, H. E. King.
Manistee, Albert Jennings.
Marquette, Anna M. Chandler.
Menominee, Jesse Hubbard.
Monroe, A. W. Tressler.
Mount Clemens, J. H. Lee.
Muskegon, David Mackenzie.
Negaunee, F. D. Davis.
Niles, J. D. Schiller.
Owosso, J. W. Simmons.
Pontiac, F. E. Converse.
Port Huron, John A. Stewart.
Saginaw, East Side, A. S. Whitney.
Saginaw, West Side, Edwin C. Thompson.
Sault Ste. Marie, A. Jay Murray.
Traverse City, Charles T. Grawn.
West Bay City, J. E. Lemon.
Ypsilanti, M. A. Whitney.

[1] Supervisor.
[2] County school examiner.
[3] Chairman of school committee.
[4] Secretary of the school committee.

II.—City Superintendents—Continued.

MINNESOTA.

Anoka, Z. N. Vaughn.
Brainerd, B. T. Hathaway.
Duluth, Robert E. Denfeld.
Faribault, F. D. Budlong.
Mankato, George F. Kenaston.
Minneapolis, C. M. Jordan.
Red Wing, G. V. Brohaugh.
Rochester, Edward G. Adams.
St. Cloud, S. S. Parr.
St. Paul, Charles B. Gilbert.
Stillwater, M. A. Stone.
Winona, Buel T. Davis.

MISSISSIPPI.

Columbus, W. L. Lipscomb.
Greenville, E. E. Bass.
Jackson, ——— ———.
Meridian, Andrew A. Kincannon.
Natchez, I. W. Henderson.
Vicksburg, C. Pendleton Kemper.

MISSOURI.

Boonville, F. W. Ploger.
Brookfield, W. H. Brownlee.[1]
Cape Girardeau, T. E. Joyce.
Carthage, J. M. White.
Chillicothe, A. L. Jenness.
Clinton, Charles B. Reynolds.
Columbia, James S. Stokes.
Fulton, John P. Goss.
Hannibal, R. B. D. Simonson.
Independence, William F. Bahlmann.
Jefferson City, J. U. White.
Joplin, Stephen A. Underwood.
Kansas City, J. M. Greenwood.
Lexington, H. D. Demand.
Louisiana, A. P. Settle.
Marshall, R. H. Emberson.
Maryville, A. E. Clarendon.
Mexico, W. T. Carrington.
Moberly, J. T. Muir.
Nevada, W. J. Hawkins.
Rich Hill, A P. Warrington.
St. Charles, George W. Jones.
St. Joseph, Edward B. Neely
St. Louis, Edward H. Long.
Sedalia, George V. Buchanan.
Springfield, Jonathan Fairbanks.
Trenton, H. E. Du Bois.
Warrensburg, F. E. Holiday.
Webb City, W. J. Stevens.

MONTANA.

Butte City, S. P. Hendricks.
Helena, R. G. Young.

[1] Secretary of the school board.
[2] Supervising principal.

NEBRASKA.

Beatrice, Carroll G. Pearse.
Fremont, Daniel Miller.
Grand Island, Robert J. Barr.
Hastings, Edwin N. Brown.
Kearney, Jesse T. Morey.
Lincoln, Frank Strong.
Nebraska City, W. H. Skinner.
Omaha, Frank A. Fitzpatrick.
Plattsmouth, Frank C. McClellan.
South Omaha, A. A. Munroe.

NEVADA.

Virginia City, C. E. Mack.

NEW HAMPSHIRE.

Concord, Louis J. Rundlett.
Dover, Channing Folsom.
Keene, ——— ———.
Manchester, William E. Buck.
Nashua, James H. Fassett.
Portsmouth, J. Clifford Simpson.
Rochester, Charles W. Brown.

NEW JERSEY.

Atlantic City, Charles B. Boyer.[2]
Bayonne, Charles M. Davis.
Bordentown, William Macfarland.[3]
Bridgeton, John S. Turner.
Burlington, Wilbur Watts.[3]
Camden, Martin V. Bergen.
Elizabeth, J. Augustus Dix.
Gloucester City, J. C. Stinson.
Hackensack, C. D. Bogart.[3]
Harrison, John Dwyer.[3]
Hoboken, David E. Rue.
Jersey City, Henry Snyder.
Lambertville, Levi Brown.
Long Branch, C. Gregory.
Millville, E. C. Stokes.
Morristown, W. L. R. Haven.
New Brunswick, George G. Ryan.
Newark, William N. Barringer.
Orange, Usher W. Cutts.
Passaic, H. H. Hutton.
Paterson, J. A. Reinhart.
Perth Amboy, C. C. Hommann.
Phillipsburg, H. Budd Howell.
Plainfield, Henry M. Maxson.
Rahway, D. B. Corson.
Red Bank, Charles D. Warner.
Salem, Robert Gwynne, jr.
South Amboy, W. L Heineken.[3]
Trenton, B. C. Gregory.[2]
Union (i. e., Town of Union, Hudson County), Otto Ortel.[4]

[3] Principal.
[4] Principal; post-office, Weehawken.

II.—City Superintendents—Continued.

NEW MEXICO.

Santa Fe, John P. Victory.

NEW YORK.

Albany, Charles W. Cole.
Albion, Freeman A. Greene.
Amsterdam, J. W. Kimball, John G. Serviss.
Auburn, Benjamin B. Snow.
Batavia, John Kennedy.
Binghamton, Marcus W. Scott.
Brooklyn, William H. Maxwell.
Buffalo, Henry P. Emerson.
Canandaigua, Henry L. Taylor.
Catskill, Edwin S. Harris.
Cohoes, George E. Dixon.
College Point, ———.
Corning, Leigh R. Hunt.
Cortland, C. V. Coon.
Dunkirk, J. W. Babcock.
Edgewater, J. J. Kenney.[1]
Elmira, Elias J. Beardsley.
Flushing, District No. 5, W. C. Ingalls.
Flushing, District No. 7, Mary L. Lyles.
Fulton, B. G. Clapp.[2]
Geneva, William H. Truesdale.
Glens Falls, Sherman Williams.
Gloversville, James A. Estee.
Green Bush, H. R. Jolley
Green Island, James Heatley.
Haverstraw, L. O. Markham.[2]
Hempstead, Albert C. Almy.[2]
Hoosick Falls, A. G. Clements.
Hornellsville, William R. Prentice.
Hudson, William S. Hallenbeck.
Ilion, Judson I. Wood.
Ithaca, Luther C. Foster.
Jamaica, District No. 4, William J. Ballard.
Jamaica, District No. 7, Cyrus E. Smith.
Jamestown, Rovillus R. Rogers.
Johnstown, William S. Snyder.
Kingston, Charles M. Ryon.[3]
Lansingburg, George F. Sawyer.
Little Falls, Thomas A. Caswell.
Lockport, Emmet Belknap.
Long Island City, John E. Shull.
Lyons, W. H. Kinney.
Malone, Sarah L. Perry.
Matteawan, Walter S. Allen.[2]
Medina, Henry Pease.
Middletown, James F. Tuthill.
Mount Vernon, A. B. Davis.
New Brighton, J. J. Kenney.[4]
New Rochelle, Isaac E. Young.
New York, John Jasper.
Newburg, R. V. K. Montfort.
Niagara Falls, N. L. Benham.
North Tonawanda, Clinton S. Marsh.
Norwich, Elbert W. Griffith.
Nyack, Ira H. Lawton.
Ogdensburg, Barney Whitney.
Olean, Fox Holden.
Oneida, F. W. Jennings.[2]
Oneonta, Nathaniel N. Bull.
Oswego, George E. Bullis.
Owego, Edwin P. Recordon.
Peekskill, Drum Hill District (district No. 7), John Millar.
Peekskill, Oakside District (district No. 8), A. D. Dunbar.
Penn Yan, F. T. Shultz.
Plattsburg, James G. Riggs.
Port Chester, John C. Rockwell.
Port Jervis, John M. Dolph.
Port Richmond, Orry H. Hoag.
Poughkeepsie, Edward Burgess.
Rochester, Milton Noyes.
Rome, W. D. Manro.
Saratoga Springs, Thomas R. Knoll.
Saugerties, Fred N. Moulton.
Schenectady, S. B. Howe.
Seneca Falls, F. S. Porter.
Sing Sing, J. Irving Gorton.
Syracuse, A. B. Blodgett.
Tonawanda, F. J. Diamond.
Troy, Edwin E. Ashley.
Utica, George Griffith.
Waterford, Alexander Falconer.
Waterloo, F. C. Wilber.[5]
Watertown, William G. Williams.
Waverly, P. M. Hull.[2]
West Troy, James R. Main.[5]
White Plains, Charles A. Genung.[2]
Whitehall, W. W. Howe.
Yonkers, Charles E. Gorton.

NORTH CAROLINA.

Asheville, J. D. Eggleston, jr.
Charlotte, Alexander Graham
Concord, J. F. Shinn.
Durham, Edwin W. Kennedy.
Fayetteville, B. C. McIver.
Goldsboro, Logan D. Howell.
Henderson, J. B. White.[6]
New Berne, John S. Long.
Raleigh, Edward P. Moses.
Salisbury, R. G. Kizer.
Wilmington, M. C. S. Noble.
Winston, John J. Blair.

NORTH DAKOTA.

Fargo, Darius Steward.
Grand Forks, C. H. Clemmer.

[1] School commissioner; post-office, New Brighton.
[2] Principal
[3] Superintendent of the "Kingston school district," which does not include the entire city.
[4] School commissioner.
[5] School Commissioner; post office, Guilderland.
[6] Chairman of the school committee.

II.—City Superintendents—Continued.

OHIO.

Akron, Elias Fraunfelter.
Alliance, John E. Morris.
Ashtabula, J. S. Lowe.
Avondale, A. B. Johnson.
Bellaire, Benjamin T. Jones.
Bellefontaine, Henry Whitworth.
Brooklyn, Charles M. Knight.
Bucyrus, F. M. Hamilton.
Cambridge, E. L. Abbey.
Canton, James J. Burns.
Chillicothe, E. S. Cox.
Cincinnati, William H. Morgan.
Circleville, M. H. Lewis.
Cleveland, ——— ———
Columbus, J. A Shawan.
Dayton, W. J. White.
Defiance, J. W. McInnis.
Delaware, D. E. Cowgill.
Delphos, E. W. Hastings.
East Liverpool, S. D. Sanor.
Elyria, Henry M. Parker.
Findlay, J. W. Zeller.
Fostoria, H. L. Frank.
Fremont, W. W. Ross.
Galion, A. W. Lewis.
Gallipolis, J. B. Mohler.
Greenville, ——— ———.
Hamilton, C. C. Miller.
Ironton, M. C. Smith.
Jackson, J. E. Kinnison.
Kenton, E. P. Dean.
Lancaster, Elijah Burgess.
Lima, J. M. Greenslade.
Lorain, F. D. Ward.
Mansfield, J. W. Knott.
Marietta, W. W. Boyd.
Marion, Arthur Powell.
Martins Ferry, F. Gillum Cromer.
Massillon, E. A. Jones.
Middletown, B. B. Harlan.
Mount Vernon, Lewis D. Bonebrake
Nelsonville, Fletcher S. Coultrap.
New Philadelphia, G. C. Maurer.
Newark, J. C. Hartzler.
Niles, F. J. Roller.
Norwalk, A. D. Beechy.
Oberlin, George W. Waite.
Painesville, George W. Ready.
Piqua, C. W. Bennett.
Pomeroy, Morris Bowers.
Portsmouth, Thomas Vickers.
Salem, M. E. Hard.
Sandusky, E. J. Shives.
Sidney, M. A. Yarnell.
Springfield, William H. Weir.
Steubenville, Henry Ney Mertz.
Tiffin, J. H. Snyder.
Toledo, Harvey W. Compton.
Troy, C. L. Van Cleve.
Urbana, W. McK. Vance.
Van Wert, W. T. Bushman.

[1] Secretary of school board.

OHIO—continued.

Warren, R. S. Thomas.
Washington C. H., N. H. Chaney.
Wellston, Timothy S. Hogan.
Wellsville, J. L. MacDonald.
West Cleveland, J. M. Talbott.
Wooster, Charles Haupert.
Xenia, Edwin B. Cox.
Youngstown, F. Treudley.
Zanesville, W. D. Lash.

OKLAHOMA.

Oklahoma, E. L. Hallock.

OREGON.

Astoria, R. N. Wright.
Portland, I. W. Pratt.
Salem, E. H. Anderson.

PENNSYLVANIA.

Allegheny, John Morrow.
Allentown, Francis D. Raub.
Altoona, D. S. Keith.
Archbald, R. N. Davis.
Ashland, William C. Estler.
Beaver Falls, J. M. Reed.
Bethlehem, Thomas Farquhar.
Bloomsburg, L. P. Sterner.
Braddock, John S. Keefer.
Bradford, Henry Rupp Roth.
Bristol, Matilda S. Booz.
Butler, Ebenezer Mackey.
Carbondale, John J. Forbes.
Carlisle, C. P. Humrich, Maggie Landis.[2]
Chambersburg, William H. Hockenberry.
Chester, Charles F. Foster.
Columbia, S. H. Hoffman.
Connellsville, W. G. Gaus.[2]
Conshohocken, J. Horace Landis.
Corry, A. D. Colegrove.
Danville, W. D. Steinbach.
Du Bois, W. W. Fell.
Dunmore, John E. Williams.
Easton, William W. Cottingham.
Erie, H. C. Messimer.
Franklin, N. P. Kinsley.
Greensburg, H. B. Twitmyer.
Harrisburg, Lemuel O. Foose.
Hazleton, David A. Harman.
Homestead, John C. Kendall.
Huntingdon, William M. Benson.
Johnstown, T. B. Johnston.
Lancaster, R. K. Buehrle.
Lansford, ——— ———.
Lebanon, Cyrus Boger.
Lock Haven, John A. Robb.
McKeesport, H. F. Brooks.

[2] Principal.

II.—City Superintendents—Continued.

PENNSYLVANIA—continued.

Mahanoy City, Frank Seward Miller.
Mauch Chunk, James J. Bevan.
Meadville, Henry V. Hotchkiss.
Middletown, H. H. Weber.
Milton, S. O. Goho.
Monongahela City, E. W. Dalby.[1]
Mount Carmel, Samuel H. Dean.
Nanticoke, Clarence B. Miller.
New Brighton, J. Burdette Richey.
New Castle, William J. Shearer.
Norristown, Joseph K. Gotwals.
Oil City, C. A. Babcock.
Olyphant, M. W. Cumming.
Philadelphia, Edward Brooks.
Phœnixville, Mary F. Leister.
Pittsburg, George J. Luckey.
Pittston, Robert Shiel.[2]
Plymouth (borough), Irving A. Heikes.[2]
Pottstown, William W. Rupert.
Pottsville, B. F. Patterson.
Reading, Samuel A. Baer.
Renovo, D. M. Brungard.
Scranton, George W. Phillips.
Shamokin, William F. Harpel.
Sharon, J. W. Canon.
Sharpsburg, E. B. McRoberts.
Shenandoah, Martin P. Whitaker.
South Bethlehem, Owen R. Wilt.
South Chester,[3] A. G. C. Smith.[4]
South Easton,[5] Samuel E. Shull.
Steelton, L. E. McGinnis.
Sunbury, C. D. Oberdorf.
Tamaqua, Robert T. Ditchburn.
Tarentum, B. S. Hunnell.
Titusville, Robert D. Crawford.
Towanda, Minor Terry.
Tyrone, C. E. Kauffman.
Uniontown, Lee Smith.[1]
Warren, W. L. MacGowan.
Washington, A. G. Braden.
West Chester, Addison Jones.
Wilkesbarre, James M. Coughlin.
Wilkinsburg, J. D. Anderson.
Williamsport, Samuel Transeau.
York, Atreus, Wanner.

RHODE ISLAND.

Bristol, J. P. Reynolds.
Central Falls, Frank O. Draper.
East Providence, George N. Bliss.
Newport, Benjamin Baker.
Olneyville, Nathan M. Wright.
Pawtucket, Gilman C. Fisher.
Providence, Horace S. Tarbell.
Westerly, W. R. Whittle.[1]
Woonsocket, F. E. McFee.

SOUTH CAROLINA.

Charleston, Henry P. Archer.
Columbia, D. B. Johnson.

[1] Principal.
[2] Supervising principal.
[3] Post-office, Chester.

SOUTH CAROLINA—continued.

Greenville, William S. Morrison.
Spartanburg, P. T. Brodie.

SOUTH DAKOTA.

Sioux Falls, A. M. Rowe.

TENNESSEE.

Chattanooga, A. T. Barrett.
Clarksville, J. W. Graham.
Columbia, J. G. Meadors.
Jackson, Thomas H. Paine.
Johnson City, R. H. Freeland.
Knoxville, Albert Ruth.
Memphis, George W. Gordon.
Nashville, Z. H. Brown.

TEXAS.

Austin, John B. Winn.
Brenham, E. W. Tarrant.
Brownsville, J. F. Cummings.
Corpus Christi, Charles W. Crossley.
Corsicana, J. T. Hand.
Dallas, J. L. Long.
Denison, William Gay.
El Paso, W. H. Savage.
Fort Worth, P. M. White.
Gainesville, E. F. Comegys.
Galveston, Oscar H. Cooper.
Greenville, J. H. Van Amburg.
Houston, W. S. Sutton.
Laredo, F. A. Parker.
Marshall, Chesley F. Adams.
Palestine, P. V. Pennypacker.
Paris, J. G. Wooten.
San Antonio, J. E. Smith.
Sherman, W. Leonard Lemmon.
Temple, J. E. Blair.
Tyler, John A. Boon.
Waco, Charles T. Alexander.

UTAH.

Logan, Ida J. Cook.
Ogden City, R. S. Page.[2]
Provo City, William S. Rawlings
Salt Lake City, J. F. Millspaugh.

VERMONT.

Barre, O. D. Mathewson.
Brattleboro, James H. Babbitt.
Burlington, Henry O. Wheeler.
Rutland, Edward L. Temple.
St. Albans, F. W. Whippen.

VIRGINIA.

Alexandria, Kosciusko Kemper.
Charlottesville, F. W. Lane.
Danville, John A. Herndon.
Fredericksburg, E. M. Crutchfield.

[4] County superintendent; post-office, Media.
[5] Post-office, Easton.

II.—City Superintendents—Continued.

VIRGINIA—continued.

Lynchburg, E. C. Glass.
Manchester, A. H. Fitzgerald.[1]
Newport News, J. H. Crafford.[2]
Norfolk, K. C. Murray.
Petersburg, D. M. Brown.
Portsmouth, ——— Jacobs.
Richmond, William F. Fox.
Roanoke, Rush U. Derr.
Staunton, John H. Bader.
Winchester, Maurice M. Lynch.

WASHINGTON.

Fairhaven, C. W. Albright.
New Whatcom, G. B. Johnson.
Olympia, B. W. Brintnall.
Port Townsend, O. B. Grant.
Seattle, Frank J. Barnard.
Spokane Falls, D. Bemiss.
Tacoma, H. M. James.
Wallawalla, R. C. Kerr.

WEST VIRGINIA.

Charleston, George S. Laidley.
Huntington, James M. Lee.
Martinsburg, J. A. Cox.
Parkersburg, W. M. Straus.
Wheeling, W. H. Anderson.

WISCONSIN.

Antigo, John E. Martin.
Appleton, M. R. Winslow.
Ashland, J. M. Turner.
Baraboo, E. C. Wiswall.

[1]Principal.

WISCONSIN—continued.

Beaver Dam, James J. Dick.
Beloit, C. W. Merriman.
Berlin, Perry N[illegible]skern.
Chippewa Falls, R. L. Barton.
Eauclaire, J. K. McGregor.
Fond du Lac, Ed. McLoughlin.
Fort Howard, A. W. Burton.
Green Bay, —— McMahon.
Janesville, D. D. Mayne.
Kaukauna, H. S. Cooke.
Kenosha, D. A. Mahoney.
Lacrosse, Albert Hardy.
Madison, R. B. Dudgeon.
Manitowoc, H. Evans.
Marinette, J. F. Powell.
Menasha, M. M. Schoetz.
Menomonee, Judson E. Hoyt.
Merrill, ——— ———.
Milwaukee, George W. Peckham.
Neenah, J. N. Stone.
Oconto, Elmer E. Carr.
Oshkosh, Rufus H. Halsey.
Portage, A. C. Kellogg.
Racine, O. C. Seelye.
Sheboygan, George Heller.
Stevens Point, Henry A. Simonds.
Superior, A. W. Rankin.
Watertown, C. F. Viebahn.
Wau[illegible]esha, George H. Reed.
Wausau, William R. Moss.
White Water, T. B. Pray.

WYOMING.

Cheyenne, James O. Churchill.
Laramie, F. W. Lee.

[2]County superintendent, post-office, Lee Hall.

III.—College Presidents.

I.—Colleges for males and coeducational colleges of liberal arts.

Name of president.	University or college.	Address.
Arthur W. McGaha, D. D	Howard College	East Lake, Ala.
A. S. Andrews, D. D., LL. D.	Southern University	Greensboro, Ala.
George R. McNeill, A. M.	La Fayette College	La Fayette, Ala.
Henry J. Willingham, A. B.	Lineville College	Lineville, Ala.
J. M. Bledsoe	Scottsboro College	Scottsboro, Ala.
Charles L. Purce, D. D.	Selma University	Selma, Ala.
James Lonergan, S. J	Spring Hill College	Spring Hill, Ala.
R. C. Jones, LL. D	University of Alabama	University, Ala.
Theo. B. Comstock, SC. D	University of Arizona	Tucson, Ariz.
John W. Conger, A. M.	Ouachita Baptist College	Arkadelphia, Ark.
Eugene R. Long, PH. D	Arkansas College	Batesville, Ark.
A C. Millar, A. M	Hendrix College	Conway, Ark.
M L. Curl, D. D	Little Rock University	Little Rock, Ark.
Thomas Mason, A. M., D. D.	Philander Smith College	Do.
Martin Kellogg, A. M.	University of California	Berkeley, Cal.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
Wm. Henslee, A. B	Pierce Christian College	College City, Cal.
W. C. Sawyer, PH. D., acting pres.	University of the Pacific	College Park, Cal.
James C. Keith, A. B	Washington College	Irvington, Cal.
A. J. Meyer, C. M	St. Vincent's College	Los Angeles, Cal.
J. N. Beard, D. D	Napa College	Napa, Cal.
S. B. Morse, D. D	California College	Oakland, Cal.
Brother Cianan	St. Mary's College	Do.
Edward Allen, S. J	St. Ignatius College	San Francisco, Cal.
Joseph Riordan, S. J	Santa Clara College	Santa Clara, Cal.
J. S. Austin, A. M	Pacific Methodist College	Santa Rosa, Cal.
D. S. Jordan, PH. D., LL. D	Leland Stanford Junior University.	Stanford University, Cal.
J. P. Widney, A. M., M. D	University of Southern California.	University, Cal.
W. J. Ham, A. M	San Joaquin Valley College.	Woodbridge, Cal.
Henry D. McAneney, A. M	Hesperian College	Woodland, Cal.
James H. Baker, LL. D	University of Colorado	Boulder, Colo.
Wm. F. Slocum, jr., LL. D	Colorado College	Colorado Springs, Colo.
Horatio S. Beavis, A. M., PH. B.	Presbyterian College of the Southwest.	Del Norte, Colo.
Wm. F. McDowell, PH. D., S. T. B.	University of Denver	University Park, Colo.
George W. Smith, D. D., LL. D.	Trinity College	Hartford, Conn.
B. P. Raymond, D. D., LL. D	Wesleyan University	Middletown, Conn.
Timothy Dwight, D. D., LL. D.	Yale University	New Haven, Conn.
Albert N. Raub, PH. D	Delaware College	Newark, Del.
James C. Welling, LL. D	Columbian University	Washington, D. C.
J. Havens Richards, S. J	Georgetown University	Do.
Jeremiah E. Rankin, D. D., LL. D.	Howard University	Do.
E. M. Gallaudet, PH. D., LL. D.	National Deaf Mute College.	Do.
John F. Forbes, PH. D	John B. Stetson University	De Land, Fla.
W. F. Melton, A. M	Florida Conference College.	Leesburg, Fla.
A. F. Lewis, A. M	Seminary West of the Suwannee River.	Tallahassee, Fla.
Charles G. Fairchild	Rollins College	Winter Park, Fla.
Wm. E. Boggs, D. D., LL. D	University of Georgia	Athens, Ga.
Horace Bumstead, D. D	Atlanta University	Atlanta, Ga.
Frank J. Amis, B. S	Bowdon College	Bowdon, Ga.
Lamont Gordon, B. S	Buford College	Buford, Ga.
J. B Gambrell, D. D	Mercer University	Macon, Ga.
W. A. Candler, D. D	Emory College	Oxford, Ga.
D. C. John, D. D	Clark University	South Atlanta, Ga.
C. C. Spence, A. B	Young Harris College	Young Harris, Ga.
Franklin B. Gault	University of Idaho	Moscow, Idaho.
J. G. Evans, D. D., LL. D	Hedding College	Abingdon, Ill.
Wm. H. Wilder, A. M., D. D	Illinois Wesleyan University	Bloomington, Ill.
M. J. Marsile, C. S. V	St Viateur's College	Bourbonnais Grove, Ill.
James E. Rogers, D. D., PH. D.	Blackburn University	Carlinville, Ill.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
Holmes Dysinger, D. D	Carthage College	Carthage, Ill.
Andrew S. Draper	University of Illinois	Champaign, Ill.
Thomas S. Fitzgerald, S. J.	St. Ignatius College	Chicago, Ill.
Wm. R. Harper, PH. D., D. D	University of Chicago	Do
Daniel Irion	Evangelical Proseminary	Elmhurst, Ill.
Carl Johann, A. M., LL. D	Eureka College	Eureka, Ill.
Henry W. Rogers, LL. D	Northwestern University	Evanston, Ill.
J. A. Leavitt	Ewing College	Ewing, Ill.
J. H. Breese, PH. D	Northern Illinois College	Fulton, Ill.
J. H. Finley, A. M	Knox College	Galesburg, Ill.
John V. N. Standish, PH. D	Lombard University	Do
John E. Bradley, PH. D	Illinois College	Jacksonville, Ill.
John M. Coulter, PH. D., LL. D.	Lake Forest University	Lake Forest, Ill.
Morris L. Barr, A. B	McKendree College	Lebanon, Ill.
A. E. Turner, A. M	Lincoln University	Lincoln, Ill.
J. B. McMichael, D. D	Monmouth College	Monmouth, Ill.
H. J. Kiekhoefer, A. M	Northwestern College	Naperville, Ill.
B. W. Baker, A. M	Chaddock College	Quincy, Ill.
Nicholas Leonard, O. S. F	St. Francis Solanus College	Do.
Olof Olsson	Augustana College	Rock Island, Ill.
Hugoline Storff, O. S. F	St. Joseph's Diocesan College.	Teutopolis, Ill.
A. A. Kendrick, D. D	Shurtleff College	Upper Alton, Ill.
W. H. Klinefelter, D. D	Westfield College	Westfield, Ill.
Chas. A. Blanchard	Wheaton College	Wheaton, Ill.
Joseph Swain, LL. D	Indiana University	Bloomington, Ind.
Geo. S. Burroughs, PH. D., D. D.	Wabash College	Crawfordsville, Ind
Andrew Baepler	Concordia College	Fort Wayne, Ind.
William T. Stott, D. D	Franklin College	Franklin, Ind.
John P. D. John, D. D	De Pauw University	Greencastle, Ind.
D. W. Fisher, D, D., LL. D	Hanover College	Hanover, Ind.
W. H. Davis	Hartsville College	Hartsville, Ind.
Scot Butler, A. M	Butler University	Irvington, Ind.
L. J. Aldrich, A. M., D. D	Union Christian College	Merom, Ind.
John H. Martin, A. M., D. D	Moore's Hill College	Moore's Hill, Ind.
Andrew Morrissey, C. S. C	University of Notre Dame	Notre Dame, Ind.
Joseph J. Mills, A. M., LL. D	Earlham College	Richmond, Ind.
George Hindley	Ridgeville College	Ridgeville, Ind.
Fintan Mundwiler, O. S. B	St. Meinrad's College	St. Meinrad, Ind.
T. C. Reade, A. M	Taylor University	Upland Ind.
James Marshall, A. M., D. D	Coe College	Cedar Rapids, Iowa.
Frederick Schaub, A. M	German English College	Charles City, Iowa.
W. W. Chandler, PH. D	Amity College	College Springs, Iowa
Wm. S. Perry, D. D., LL. D., D. C. L.	Griswold College	Davenport, Iowa.
Laur. Larsen	Luther College	Decorah, Iowa.
H. L. Stetson, D. D	Des Moines College	Des Moines, Iowa.
B. O. Aylesworth	Drake University	Do.
Ambrose C. Smith, D. D	Parsons College	Fairfield, Iowa.
John W. Bissell, A. M., D. D	Upper Iowa University	Fayette, Iowa.
George A. Gates, D. D	Iowa College	Grinnell Iowa.
Alexander G. Wilson, D. D	Lenox College	Hopkinton Iowa.
Fletcher Brown, A. M., B. D	Simpson College	Indianola, Iowa.
Charles A. Schaeffer, PH. D	State University of Iowa	Iowa City, Iowa.
Friedrich Munz, A. M	German College	Mount Pleasant Iowa
C. L. Stafford D. D	Iowa Wesleyan University	Do.
Wm. F. King, LL. D	Cornell College	Mount Vernon, Iowa.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
J. M. Atwater, A. M	Oskaloosa College	Oskaloosa, Iowa.
Absalom Rosenberger, A. B., LL. B.	Penn College	Do.
John Stuart, B. D., PH. D	Central University of Iowa	Pella, Iowa.
William Brush, D. D	University of the Northwest.	Sioux City, Iowa.
John M. Linn, A. M	Buena Vista College	Storm Lake, Iowa.
Wm. M. Brooks, A. M	Tabor College	Tabor, Iowa.
A. P. Funkhouser	Western College	Toledo, Iowa.
George Grossmann	Wartburg College	Waverly, Iowa.
Jacob A. Clutz, D. D	Midland College	Atchison, Kans.
Innocent Wolf, O. S. B., D. D	St. Benedict's College	Do.
Wm. A. Quayle, A. M	Baker University	Baldwin, Kans.
J. D. Hewitt, D. D	College of Emporia	Emporia, Kans.
J. A. Weller, D. D	Central College	Enterprise, Kans.
S. Ensminger, acting	Highland University	Highland, Kans.
E. J. Hoenshel	Campbell University	Holton, Kans.
F. H. Snow, PH. D., LL. D	University of Kansas	Lawrence, Kans.
O. B. Whitaker	Lane University	Lecompton, Kans.
C. A. Swensson, A. M	Bethany College	Lindsborg, Kans.
F. W. Colegrave, A. M	Ottawa University	Ottawa, Kans.
Edward A. Higgins, S. J	St. Mary's College	St. Mary's, Kans.
Aaron Schuyler, LL. D	Kansas Wesleyan University.	Salina, Kans.
F. M. Spencer, D. D	Cooper Memorial College	Sterling, Kans.
Peter McVicar, A. M., D. D	Washburn College	Topeka, Kans.
A. S. Miller, A. M., PH. D	Wichita University	Wichita, Kans.
Milton E. Phillips, D. D	Southwest Kansas College	Winfield, Kans.
Wm. G. Frost, PH. D	Berea College	Berea, Ky.
Wm. A. Obenchain, A. M	Ogden College	Bowling Green, Ky.
W. C. Young, D. D., LL. D	Centre College	Danville, Ky.
W. S. Giltner, A. M	Eminence College	Eminence, Ky.
D. F. Boyd	Kentucky Military Institute.	Farmdale, Ky.
A. C. Davidson D. D	Georgetown College	Georgetown, Ky.
J. W. Hardy	South Kentucky College	Hopkinsville, Ky.
Milton Elliott	Garrard College	Lancaster, Ky.
Charles L. Loos	Kentucky University	Lexington, Ky.
L. H. Blanton, D. D	Central University	Richmond, Ky.
W. S. Ryland, D. D	Bethel College	Russellville, Ky.
-----	St. Mary's College	St. Marys, Ky.
D. W. Batson, A. M	Kentucky Wesleyan College.	Winchester, Ky.
J. W. Nicholson, A. M	Louisiana State University.	Baton Rouge, La.
James H. Blenk, S. M	Jefferson College	Convent, La.
W. L. C. Hunnicutt, D. D	Centenary College of Louisiana.	Jackson, La.
C. W. Tomkies	Keachie College	Keachie, La.
Henry L. Hubbell, D. D	Lake Charles College	Lake Charles, La.
D. McKiniry, S. J	College of the Immaculate Conception.	New Orleans, La.
E. C. Mitchell, D. D	Leland University	Do.
L. G. Adkinson, D. D	New Orleans University	Do.
Oscar Atwood, A. M	Straight University	Do.
Wm. P. Johnston, LL. D	Tulane University	Do.
William De Witt Hyde, D. D	Bowdoin College	Brunswick, Me.
Oren B. Cheney, D. D	Bates College	Lewiston, Me.
B. L. Whitman, A. M	Colby University	Waterville, Me.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
Thomas Fell, PH. D., LL. D	St. John's College	Annapolis, Md.
D. C. Gilman, LL. D	Johns Hopkins University.	Baltimore, Md.
John A. Morgan, S. J	Loyola College	Do.
Francis J. Wagner, D. D	Morgan College	Do.
Charles W. Reid, PH. D	Washington College	Chestertown, Md.
Brother Maurice	Rock Hill College	Ellicott City, Md.
F. L. M. Dumont, D. D	St. Charles College	Do.
Edward P. Allen, D. D	Mount St. Mary's College	Mount St. Marys, Md.
A. M. Jelly, D. D	New Windsor College	New Windsor, Md.
Thomas H. Lewis, A. M., D. D.	Western Maryland College	Westminster, Md.
Merrill E. Gates, PH. D., LL. D., L. H. D.	Amherst College	Amherst, Mass.
Edward I. Devitt, S. J	Boston College	Boston, Mass.
William F. Warren, LL. D.	Boston University	Do.
Charles W. Eliot, LL. D	Harvard University	Cambridge, Mass.
Samuel H. Lee	French Protestant College	Springfield, Mass.
Elmer H. Capen, D. D	Tufts College	Tufts College, Mass.
Franklin Carter, PH. D., LL. D.	Williams College	Williamstown, Mass.
G. Stanley Hall, PH. D., LL. D.	Clark University	Worcester, Mass.
Edward A. McGurk, S. J	College of the Holy Cross	Do.
J. F. McCulloch, A.M., PH.B.	Adrian College	Adrian, Mich.
L. R. Fiske, D. D., LL. D	Albion College	Albion, Mich.
August F. Bruske, D. D	Alma College	Alma, Mich.
James B. Angell, LL. D	University of Michigan	Ann Arbor, Mich.
Wm. W. Prescott, A. M	Battle Creek College	Battle Creek, Mich.
M. A. Breed, A. B	Benzonia College	Benzonia, Mich.
M. P. Dowling, S. J	Detroit College	Detroit, Mich.
Daniel Fulcomer, A. M	Western Michigan College	Grand Rapids, Mich.
George F. Mosher, LL. D	Hillsdale College	Hillsdale, Mich.
Gerrit J. Kollen, A. M	Hope College	Holland, Mich.
A. G. Slocum, LL. D	Kalamazoo College	Kalamazoo, Mich.
W. G. Sperry, D. D	Olivet College	Olivet, Mich.
Bernard Locnikar, O. S. B.	St. John's University	Collegeville, Minn.
Lewis A. Pier, A. M	Northwestern Christian College.	Excelsior, Minn.
George H. Bridgman, D. D.	Hamline University	Hamline, Minn.
Georg Sverdrup	Augsburg Seminary	Minneapolis, Minn.
Cyrus Northrop, LL. D	University of Minnesota	Do.
John Schaller	Dr. Martin Luther College	New Ulm, Minn.
James W. St ong, D. D	Carleton College	Northfield, Minn.
Thorbj rn N. Mohn	St Olaf College	Do.
Adam Ringland, D. D	Macalester College	St. Paul, Minn.
Franz L. Nagler, D. D	St. Paul's College	St. Paul Park, Minn.
Matthias Wahlstrom, A. M.	Gustavus Adolphus College.	St. Peter, Minn.
Gideon A. Burgess, A. M	Parker College	Winnebago City, Minn.
R. A. Venable, D. D	Mississippi College	Clinton, Miss.
C. A. Huddleston, A. M	Cooper - Huddleston College.	Daleville, Miss.
Charles E. Libbey, S. T. D	Rust University	Holly Springs, Miss.
W. B. Murrah, D. D	Millsaps College	Jackson, Miss.
Robert B. Fulton, A. M	University of Mississippi	University, Miss.
W. H. Pritchett, A. M	Northwest Missouri College.	Albany, Mo.
R. E. L. Burks, A. M	Southwest Baptist College	Bolivar, Mo.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
Will Z. Long, A. M	Pike College	Bowling Green, Mo.
G. A. Hoffmann	Christian University	Canton, Mo.
Francis V. Nugent	St. Vincent's College	Cape Girardeau, Mo.
Salem G. Pattison	Carthage Collegiate Institute.	Carthage, Mo.
Richard H. Jesse, LL. D	University of the State of Missouri.	Columbia, Mo.
W. H. Lowry, B. L	Grand River College	Edinburg, Mo.
J. D. Hammond, D. D	Central College	Fayette, Mo.
Wm. Hoge Marquess	Westminster College	Fulton, Mo.
Chas. C. Hemenway	Pritchett School Institute	Glasgow, Mo.
J. H. Selden, A. M	Ozark College	Greenfield, Mo.
J. T. Aldridge	Western College	La Belle, Mo.
J. F. Cook, A. M., LL. D	La Grange College	La Grange, Mo.
H. G. King	Lawson Presbyterian College.	Lawson, Mo.
J. P. Greene, D. D., LL. D	William Jewell College	Liberty, Mo.
Wm. H. Black, D. D	Missouri Valley College	Marshall, Mo.
J. B. Ellis	Morrisville College	Morrisville, Mo.
C. C. Woods, D. D	Scarritt Collegiate Institute.	Neosho, Mo.
L. M McAfee	Park College	Parkville, Mo.
James A. Lanius	St. Charles College	St. Charles, Mo.
Brother Paulian, F. S. C	College of the Christian Brothers.	St. Louis, Mo.
Joseph Grimmelsman, S. J	St. Louis University	Do.
Winfield S. Chaplin, LL. D	Washington University	Do.
C. D. Adams, PH. D., acting	Drury College	Springfield, Mo.
J. A. Thompson, A. M	Tarkio College	Tarkio, Mo.
F. A Z. Kumler, A. M	Avalon College	Trenton, Mo.
H. A. Koch, D. D	Central Wesleyan College	Warrenton, Mo.
James Reid, A. B	College of Montana	Deer Lodge, Mont.
David R. Kerr, PH. D., D. D	University of Omaha	Bellevue, Nebr.
David R. Dungan, A. M	Cotner University	Bethany, Nebr.
David B. Perry, A. M	Doane College	Crete, Nebr.
A. J. Mercer, A. M	Fairfield College	Fairfield, Nebr.
James H. Canfield, LL. D	University of Nebraska	Lincoln, Nebr.
H. K. Warren, A. M	Gates College	Neligh, Nebr.
James F. X. Hœffer, S. J	Creighton University	Omaha, Nebr.
Isaac Crook, D. D	Nebraska Wesleyan University.	University Place, Nebr.
J. George, A. M	York College	York, Nebr.
Stephen A. Jones, PH. D	State University of Nevada	Reno, Nev.
W. J. Tucker, D. D., LL. D	Dartmouth College	Hanover, N. H.
Ernest Helmstetter	St. Benedict's College	Newark, N. J.
Austin Scott, PH. D, LL. D	Rutgers College	New Brunswick, N. J.
Francis L. Patton, D. D., LL. D.	College of New Jersey	Princeton, N. J.
Wm. F. Marshall, A. M	Seton Hall College	South Orange, N. J.
F. H. Guicheteau, S. P. M	College of the Sacred Heart	Vineland, N. J.
E. S. Stover	University of New Mexico	Albuquerque, N. Mex.
Arthur E. Main, D. D	Alfred University	Alfred Center, N. Y.
Joseph F. Butler, O. S. F	St. Bonaventure's College	Allegany, N. Y.
Robert B. Fairbairn, D. D., LL. D.	St. Stephen's College	Annandale N. Y
David H. Cochran, PH. D. LL. D.	Polytechnic Institute of Brooklyn.	Brooklyn, N. Y.
Brother Jerome, O. S. F	St. Francis College	Do.
J. A. Hartnett, C. M	St. John's College	Do.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
John I. Zahm, S. J	Canisius College	Buffalo, N. Y.
Alpheus B. Hervey, PH. D	St. Lawrence University	Canton, N. Y.
M. Woolsey Stryker, D. D	Hamilton College	Clinton, N. Y.
Eliphalet N. Potter, S. T. D., LL. D., D. C. L.	Hobart College	Geneva, N. Y.
N. L. Andrews	Colgate University	Hamilton, N. Y.
Jacob G. Schurman, SC. D., LL. D.	Cornell University	Ithaca, N. Y.
George H. Ball, D. D.	Keuka College	Keuka College, N. Y.
Wm. O'B. Pardow, S. J	College of St. Francis Xavier.	New York, N. Y.
Alexander S. Webb, LL. D	College of the City of New York.	Do.
Seth Low, LL. D	Columbia College	Do.
Brother Anthony	Manhattan College	Do.
Thomas J. Gannon, S. J	St. John's College	Do.
H. M. MacCracken, D. D., LL. D.	University of the City of New York.	Do.
P. V. Kavanagh, C. M	Niagara University	Niagara University, N. Y.
David J. Hill, LL. D	University of Rochester	Rochester, N. Y.
Andrew V. V. Raymond, D. D.	Union University	Schenectady, N. Y.
James R. Day, D. D	Syracuse University	Syracuse, N. Y.
George T. Winston, LL. D	University of North Carolina.	Chapel Hill, N. C.
D. J. Sanders, D. D	Biddle University	Charlotte, N. C.
J. B. Shearer, D.D., LL. D	Davidson College	Davidson, N. C.
John F. Crowell, LITT. D	Trinity College	Durham, N. C.
L. Lyndon Hobbs, A. M	Guilford College	Guilford College, N. C.
J. D. Shirey, A. M	North Carolina College	Mt. Pleasant, N. C.
J. C. Clapp, D. D	Catawba College	Newton, N. C.
----------	Shaw University	Raleigh, N. C.
R. L. Abernethy, A. M., D. D	Rutherford College	Rutherford College, N. C.
----------	Livingtone College	Salisbury, N. C.
Chas. E. Taylor, D. D., LITT. B.	Wake Forest College	Wake Forest, N. C.
----------	Weaverville College	Weaverville, N. C.
H. F. Wogan, PH. D., D. D	North Dakota University	Bismarck, N. Dak.
Reuben A. Beard	Fargo College	Fargo, N. Dak.
Wm. H. Becker, LL. B	Rolla University	Rolla, N. Dak.
W. Merrifield, A. M	University of North Dakota.	University, N. Dak.
M. V. B. Knox, D. D	Red River Valley University.	Wahpeton, N. Dak.
Orello Cone, D. D	Buchtel College	Akron, Ohio.
Tamerlane P. Marsh, D. D	Mount Union College	Alliance, Ohio.
D. C. Christner, D. D., LL. D	Ashland University	Ashland Ohio.
Chas. W. Super, PH. D	Ohio University	Athens, Ohio.
Joseph E. Stubbs, D.D., LL.D.	Baldwin University	Berea, Ohio.
Wm. Nast, D. D	German Wallace College	Do.
James Rogers, C. S. C	St. Joseph's College	Cincinnati, Ohio.
H. A. Schapman, S. J	St. Xavier College	Do.
W. O. Sproull, PH. D., LL. D	University of Cincinnati	Do
H. J. Ruetenik, D. D	Calvin College	Cleveland, Ohio.
Chas. F. Thwing, D. D	Western Reserve University.	Do.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
C. H. L. Schuette, A. M	Capital University	Columbus, Ohio.
Wm. H. Scott, LL. D	Ohio State University	Do.
James W. Bashford, PH. D	Ohio Wesleyan University	Delaware, Ohio.
Wm. N. Yates, acting	Findlay College	Findlay, Ohio.
Theodore Sterling, LL. D	Kenyon College	Gambier, Ohio.
Orvon G. Brown, A. M	Twin Valley College	Germantown Ohio.
D. B. Purinton, A. M., LL. D	Denison University	Granville, Ohio.
Fenton Gall, B. S	Hillsboro College	Hillsboro, Ohio.
Ely V. Zollars, LL. D	Hiram College	Hiram, Ohio.
S. M. Jamieson, D. D	Hopedale Normal College	Hopedale, Ohio.
John W. Simpson, D.D., LL.D	Marietta College	Marietta, Ohio.
W. A. Williams, D. D	Franklin College	New Athens, Ohio.
Jesse Johnson	Muskingum College	New Concord, Ohio.
Wm. G. Ballantine, D.D., LL.D	Oberlin College	Oberlin, Ohio.
Wm. O. Thompson, D. D	Miami University	Oxford, Ohio.
Geo. W. MacMillan, PH.D., DD	Richmond College	Richmond, Ohio.
John M. Davis, PH. D	Rio Grande College	Rio Grande, Ohio.
R. M. Freshwater, D. D., acting.	Scio College	Scio, Ohio.
Samuel A. Ort, D. D	Wittenberg College	Springfield, Ohio.
John A. Peters, D. D	Heidelberg University	Tiffin, Ohio.
Thomas F. Moses, A.M., M.D	Urbana University	Urbana, Ohio.
Thomas J. Sanders, PH. D	Otterbein University	Westerville, Ohio.
S. T. Mitchell, A. M., LL. D	Wilberforce University	Wilberforce, Ohio.
James B. Unthank, M. S	Wilmington College	Wilmington, Ohio.
S. F. Scovel, D. D	University of Wooster	Wooster, Ohio.
Daniel A. Long, D. D., LL. D	Antioch College	Yellow Springs, Ohio.
D. R. Boyd, A. M	University of Oklahoma	Norman, Okla.
D. Atkins, D. D	Corvallis College	Corvallis, Oreg.
Chas. H. Chapman, PH. D	University of Oregon	Eugene, Oreg.
Thomas McClelland, D. D	Pacific University	Forest Grove, Oreg.
T. G. Brownson	McMinnville College	McMinnville, Oreg.
Thomas Newlin	Pacific College	Newberg, Oreg.
Wm. S. Gilbert, A. M	Philomath College	Philomath, Oreg.
Willis C. Hawley, A. M., acting.	Willamette University	Salem, Oreg.
W. J. Holland, PH. D., D. D	Western University of Pennsylvania.	Allegheny, Pa.
Theodore L. Seip, D. D	Muhlenberg College	Allentown, Pa.
E. B. Bierman, PH. D	Lebanon Valley College	Annville, Pa.
Leander Schnerr	St. Vincent College	Beatty, Pa.
W. P. Johnston, A. M	Geneva College	Beaver Falls, Pa.
George E. Reed, D. D., LL. D	Dickinson College	Carlisle, Pa.
C. E. Hyatt, C. E	Pennsylvania Military College.	Chester, Pa.
Henry T. Spangler, A. M	Ursinus College	Collegeville, Pa.
Solomon F. Hogue	Monongahela College	East McKeesport, Pa.
E. D. Warfield, LL. D	Lafayette College	Easton, Pa.
H. W. McKnight, D. D., LL. D	Pennsylvania College	Gettysburg, Pa.
Theo. B. Roth	Thiel College	Greenville, Pa.
Isaac C. Ketler, PH. D	Grove City College	Grove City, Pa.
Isaac Sharpless, SC. D., LL. D	Haverford College	Haverford, Pa.
John S. Stahr, PH. D., D. D	Franklin and Marshall College.	Lancaster, Pa.
John H. Harris, PH. D	Bucknell University	Lewisburg, Pa.
Isaac N. Rendall, D. D	Lincoln University	Lincoln University, Pa.
Brother Francis, O. S. F	St. Francis College	Loretto, Pa.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
Wm. H. Crawford, D. D	Allegheny College	Meadville, Pa.
Aaron E. Gobble, A. M	Central Pennsylvania College.	New Berlin, Pa.
R. G. Ferguson, D. D	Westminster College	New Wilmington, Pa.
R. E. Thompson	Central High School	Philadelphia, Pa.
Brother Isadore	La Salle College	Do.
Charles C. Harrison	University of Pennsylvania	Do.
E. M. Wood, D. D., LL. D	Duquesne College	Pittsburg, Pa.
John T. Murphy, C. S. SP	Holy Ghost College	Do.
Charles De Garmo, PH. D	Swarthmore College	Swarthmore, Pa.
Christopher A. McEvoy, O. S. A.	Villanova College	Villanova, Pa.
James D. Moffat, D. D	Washington and Jefferson College.	Washington, Pa.
E. B. Andrews, D. D., LL. D	Brown University	Providence, R. I.
H. E. Shepherd, A. M., LL. D	College of Charleston	Charleston, S. C.
E. C. Murray, A. M	Presbyterian College of South Carolina.	Clinton, S. C.
Joseph W. Morris, A. M., LL. D.	Allen University	Columbia, S. C.
James Woodrow, PH. D., LL. D.	South Carolina College	Do.
W. M. Grier, D. D	Erskine College	Due West, S. C.
Charles Manly, D. D	Furman University	Greenville, S. C.
G. W. Holland, PH. D., D. D	Newberry College	Newberry, S. C.
L. M. Dunton, D. D	Claflin University	Orangeburg, S. C.
James H. Carlisle, LL. D	Wofford College	Spartanburg, S. C.
Wm. M. Blackburn, D. D	Pierre University	East Pierre, S. Dak.
J. W. Hancher, M. S., A. M	Black Hills College	Hot Springs S. Dak.
W. I. Graham, A. M	Dakota University	Mitchell, S. Dak.
I. P. Patch	Redfield College	Redfield S. Dak.
Joseph W. Mauck, A. M	University of South Dakota.	Vermillion, S. Dak.
Albert T. Free, A. M	Yankton College	Yankton, S. Dak.
J. Albert Wallace, D. D	King College	Bristol, Tenn.
Isaac W. Joyce, D. D., LL. D	U. S. Grant University	Chattanooga, Tenn.
George Summey, D. D	Southwestern Presbyterian University.	Clarksville, Tenn.
S. G. Gilbreath	Hiwassee College	Hiwassee College, Tenn.
G. M. Savage, A. M., LL. D	Southwestern Baptist University.	Jackson, Tenn.
J. S. McCulloch, D. D	Knoxville College	Knoxville, Tenn.
Chas. W. Dabney, jr., PH. D., LL. D.	University of Tennessee	Do.
N. Green, LL. D	Cumberland University	Lebanon, Tenn.
T. H. M. Hunter, A. B	Bethel College	McKenzie, Tenn.
S. W. Boardman, LL. D	Maryville College	Maryville, Tenn.
Brother Maurelian	Christian Brothers' College.	Memphis, Tenn.
S. Hopwood, A. M	Milligan College	Milligan, Tenn.
J. T. Henderson	Carson and Newman College.	Mossy Creek, Tenn.
J. Braden, D. D	Central Tennessee College	Nashville, Tenn.
E. M. Cravath, D. D	Fisk University	Do.
Alfred Owen, D. D	Roger Williams University	Do.
James H. Kirkland, PH. D	Vanderbilt University	Do.
B Lawton Wiggins, A. M	University of the South	Sewanee, Tenn.
W. M. Billingsley, A. M	Burritt College	Spencer, Tenn.

III.—College Presidents—Continued.

I.—*Colleges for males and coeducational colleges of liberal arts*—Continued.

Name of president.	University or college.	Address.
J. L. Bachman	Sweetwater College	Sweetwater, Tenn.
Jer · Moore, D. D	Greeneville and Tusculum College.	Tusculum, Tenn.
James T. Cooter, A. B	Washington College	Washington College, Tenn.
Leslie Waggener, LL. D	University of Texas	Austin, Tex.
J. D. Robnett, D. D	Howard Payne College	Brownwood, Tex.
Oscar L. Fisher, A. M., B. D	Fort Worth University	Fort Worth, Tex.
John O Shanahan, S. J	St. Mary's University	Galveston, Tex.
John H. McLean, A. M., D. D	Southwestern University	Georgetown, Tex.
J. B. Scott, D. D	Wiley University	Marshall, Tex.
S. M. Luckett, D. D	Austin College	Sherman, Tex.
B. D. Cockrill	Trinity University	Tehuacana, Tex.
Addison Clark	Add-Rann Christian University.	Thorp Spring, Tex.
R. C. Burleson, D. D., LL. D	Baylor University	Waco, Tex.
H. T. Kealing, A. M	Paul Quinn College	Do.
J. T. Kingsbury, A. M., acting.	University of Utah	Salt Lake City, Utah.
Matthew H. Buckham, D. D	University of Vermont	Burlington, Vt.
Ezra Brainerd, LL. D	Middlebury College	Middlebury, Vt.
Wm. W. Smith, A. M	Randolph-Macon College	Ashland, Va.
Wm. M. Thornton, LL. D	University of Virginia	Charlottesville, Va.
R. G. Waterhouse, D. D	Emory and Henry College	Emory, Va.
Richard McIlwaine, D. D	Hampden-Sidney College	Hampden-Sidney, Va.
G. W. C. Lee, LL. D	Washington and Lee University.	Lexington, Va.
B. Puryear, LL. D	Richmond College	Richmond, Va.
Julius D. Dreher, PH. D.	Roanoke College	Salem, Va.
F. N. English, A. M	Colfax College	Colfax, Wash.
Thos. M. Gatch, PH. D	University of Washington	Seattle, Wash.
Calvin W. Stewart, D. D	Whitworth College	Sumner, Wash.
Aegidius Junger, D. D	St. James College	Vancouver, Wash.
James F. Eaton	Whitman College	Walla Walla, Wash.
Robert W. Douthat	Barboursville College	Barboursville, W. Va.
H. McDearmid, A. M	Bethany College	Bethany, W. Va.
Thos. E. Peden	West Virginia College	Flemington, W. Va.
P. B. Reynolds, D. D., acting	West Virginia University	Morgantown, W. Va.
H. F. Fisk, D. D	Lawrence University	Appleton, Wis.
Edward D. Eaton, D. D., LL. D.	Beloit College	Beloit, Wis.
H. A. Muehlmeier, D. D	Mission House	Franklin, Wis.
F. P. Dalrymple, A. M	Gale College	Galesville, Wis.
Chas. K. Adams, LL. D	University of Wisconsin	Madison, Wis.
Wm. C. Whitford, D. D	Milton College	Milton, Wis.
Leopold Bushart, S. J	Marquette College	Milwaukee, Wis.
Rufus C. Flagg, D. D	Ripon College	Ripon, Wis.
Joseph Rainer	Seminary of St. Francis of Sales.	St. Francis, Wis.
A. F. Ernst	Northwestern University	Watertown, Wis.
A. A. Johnson, D. D	University of Wyoming	Laramie, Wyo.

III.—College Presidents—Continued.

II.—*Colleges for women.*

Name of president.	College.	Address.
.....	Athens Female College ...	Athens, Ala.
A. B. Jones, D. D., LL. D ...	Huntsville Female College.	Huntsville, Ala.
J. D. Anderson	Huntsville Female Seminary.	Do.
S. W. Averett, LL. D	Judson Female Institute ..	Marion, Ala.
Jas. D. Wade, A. M	Marion Female Seminary ..	Do.
P. P. Winn, A. M	Isboll College	Talladega, Ala.
E. H. Murfree	Central Female College ...	Tuskaloosa, Ala.
Alonzo Hill, A. M	Tuskaloosa Female College	Do.
John Massey, LL. D	Alabama Conference Female College.	Tuskegee, Ala.
Mrs. C. T. Mills	Mills College	Mills College, Cal
Sister Mary Bernardine	College of Notre Dame	San Jose, Cal.
Martha E. Chase	Santa Rosa Seminary	Santa Rosa, Cal.
Miss M. Rutherford	Lucy Cobb Institute	Athens, Ga.
P. S. Twitty	Andrew Female College ...	Cuthbert, Ga.
G. J. Orr	Dalton Female College ...	Dalton, Ga.
Rev. James E. Powell	Monroe Female College ...	Forsyth, Ga.
A. W. Van Hoose	Georgia Female Seminary.	Gainesville, Ga.
Rufus W. Smith, A. M	LaGrange Female College.	La Grange, Ga.
Chas. C. Cox, A. M	Southern Female College ..	Do.
E. H. Rowe	Wesleyan Female College .	Macon, Ga.
J. Harris Chappell	Georgia Normal and Industrial College.	Milledgeville, Ga.
A. J. Battle, D. D., LL. D	Shorter College	Rome, Ga.
John E. Baker	Young Female College	Thomasville, Ga.
Joseph R. Harker, PH. D ...	Illinois Female College	Jacksonville, Ill.
E. F. Bullard, A. M	Jacksonville Female Academy.	Do.
C. W. Leffingwell, D. D	St. Mary's School	Knoxville, Ill.
Sarah F. Anderson	Rockford College	Rockford, Ill.
J. F. Hendy, D.D	College for Young Ladies.	Oswego, Kans.
Elisha S. Thomas, S. T. D ..	College of the Sisters of Bethany.	Topeka, Kans.
Benj. F. Cabell	Potter College	Bowling Green, Ky.
Amanda M. Hicks	Clinton College	Clinton, Ky.
Miss C. A. Campbell	Caldwell College	Danville, Ky.
J. J. Rucker, LL. D	Georgetown Female Seminary.	Georgetown, Ky.
J. M. Bent, D. D	Liberty Female College ..	Glasgow, Ky.
E. W. Elrod	Lynnland Female College.	Glendale, Ky.
J. R. Baumes	Daughters College	Harrodsburg, Ky.
J. B. Skinner	Hamilton Female College.	Lexington, Ky.
H. B. McClellan, A. M	Sayre Female Institute ..	Do.
Cadesman Pope	Millersburg Female College.	Millersburg, Ky.
Mrs. B. W. Vineyard	Jessamine Female Institute	Nicholasville, Ky.
W. H. Stuart	Owensboro Female College	Owensboro, Ky.
Erastus Rowley, D. D.	Kentucky College for Young Ladies.	Pewee Valley, Ky.
A. G. Murphey	Logan Female College	Russellville, Ky.
Miss L. V. Sullivan	Stuart Female College	Shelbyville, Ky.
John M. Hubbard, A. M	Stanford Female College ..	Stanford, Ky.
S. W. Pearcy, A. M	Winchester Female College.	Winchester, Ky.
George J. Ramsey, A. M	Silliman Female Institute	Clinton, La.
A. D. McVoy, A. M	Mansfield Female College	Mansfield, La.
S. Decatur Lucas	Jefferson Davis College ...	Minden, La.
H. S. Whitman	Westbrook Seminary	Deering, Me.

III.—College Presidents—Continued.

II.—*Colleges for women.*

Name of president.	University or college.	Address.
Edgar M. Smith	Maine Wesleyan Seminary and Female College.	Kents Hill, Me.
John F. Goucher, D. D	Woman's College of Baltimore.	Baltimore, Md.
J. H. Apple, A. M	Woman's College	Frederick, Md.
C. L. Keedy, A. M., M. D	Kee Mar College	Hagerstown, Md.
J. H. Turner, A. M	Lutherville Female Seminary.	Lutherville, Md.
C. C. Bragdon, A. M	Lasell Seminary for Young Women.	Auburndale, Mass.
Arthur Gilman, A. M., secretary.	Harvard Annex	Cambridge, Mass.
L. Clark Seelye, D. D	Smith College	Northampton, Mass.
Mrs. E. S. Mead, A. M	Mount Holyoke Seminary and College.	South Hadley Mass.
----------	Wellesley College	Wellesley, Mass.
R. B. Abbott, D. D	Albert Lea College	Albert Lea, Minn.
W. T. Lowrey, A. M., D. D	Blue Mountain Female College.	Blue Mountain, Miss.
Lewis T. Fitzhugh	Whitworth Female College.	Brookhaven, Miss.
Mrs. Adelia M. Hillman	Hillman College	Clinton, Miss.
Robert Frazer, LL. D	Industrial Institute and College.	Columbus, Miss.
B. R. Morrison	Corinth Female College	Corinth, Miss.
Chas. W. Anderson	East Mississippi Female College.	Meridian, Miss.
H. N. Robertson, A. M	Union Female College	Oxford, Miss.
W. V. Frierson	Chickasaw Female College	Pontotoc, Miss.
W. H. Huntley	Port Gibson Female College.	Port Gibson, Miss.
L. M. Stone	Shuqualak Female College	Shuqualak, Miss.
Chas. H. Otken, LL. D	Lea Female College	Summit, Miss.
W. A. Oldham, A. M	Christian Female College	Columbia, Mo.
T. W. Barrett, A. M	Stephens Female College	Do.
Hiram D. Groves	Howard Payne College	Fayette, Mo.
John W. Primrose, D. D	Synodical Female College	Fulton, Mo.
Lina Moxley	Presbyterian College	Independence, Mo.
B. T. Blewett, LL. D	St. Louis Seminary	Jennings, Mo.
W. A. Wilson, A. M	Baptist Female College	Lexington, Mo.
Archibald A. Jones	Central Female College	Do.
J. D. Blanton	Elizabeth Aull Female Seminary.	Do.
A. K. Yancey	Hardin College	Mexico, Mo.
Robert Irwin, D. D	Lindenwood Female College.	St. Charles, Mo.
Jesse M. Durrell	New Hampshire Conference Seminary and Female College.	Tilton, N. H.
Gertrude G. Bowen	Bordentown Female College.	Bordentown, N. J.
J. H. McIlvaine, D. D	Evelyn College	Princeton, N. J.
Edward S. Frisbee, D. D	Wells College	Aurora, N. Y.
Truman J. Backus, LL. D	Packer Collegiate Institute.	Brooklyn, N. Y.
Rufus S. Green, D. D	Elmira College	Elmira, N. Y.
Miss James Smith, dean	Barnard College	New York, N. Y.
Geo. W. Samson, DD., LL. D	Rutgers Female College	Do.
James M. Taylor, D. D	Vassar College	Poughkeepsie, N. Y.

III.—College Presidents—Continued.

II.—*Colleges for women.*

Name of president.	University or college.	Address.
Benj. E. Atkins	Asheville Female College	Asheville, N. C.
S. S. Rahn	Gaston College	Dallas, N. C.
F. L. Reid, D. D	Greensboro Female College.	Greensboro, N. C.
Joseph L. Murphy, A. M	Claremont Female College.	Hickory, N. C.
John D. Minick, A. M	Davenport Female College.	Lenoir, N. C.
S. D. Bagley	Louisburg Female College	Louisburg, N. C.
John B. Brewer, A. M	Chowan Baptist Female Institute.	Murfreesboro, N. C.
N. Penick	Oxford Female Seminary	Oxford, N. C.
John H. Clewell	Salem Female Academy	Salem, N. C.
H. W. Reinhart	Thomasville Female College.	Thomasville, N. C.
Silas E. Warren	Wilson Collegiate Institute.	Wilson, N. C.
G. K. Bartholomew, A. M., PH. D.	Bartholomew English and Classical School.	Cincinnati, Ohio.
W. K. Brown, A. M., D. D	Cincinnati Wesleyan College.	Do.
Chas. F. Thwing, D. D	Cleveland College for Women.	Cleveland, Ohio.
L. D. Potter, D. D	Glendale Female College	Glendale, Ohio.
D. B. Hervey, PH. D	Granville Female College	Granville, Ohio.
D. B. Purinton, LL. D	Shepardson College	Do.
H. Walter Featherstun, D. D	Edward McGehee College	Woodville, Miss.
Faye Walker, D. D	Oxford College	Oxford, Ohio.
Miss Mary Evans	Lake Erie Seminary	Painesville, Ohio.
J. W. Knappenberger, A. M	Allentown Female College	Allentown, Pa.
J. Blickensderfer, A. M	Moravian Seminary for Young Ladies.	Bethlehem, Pa.
M. Carey Thomas, PH. D	Bryn Mawr College	Bryn Mawr, Pa.
	Wilson College	Chambersburg, Pa.
J. W. Sunderland	Pennsylvania Female College.	Collegeville, Pa.
Charles B. Shultz	Linden Hall Seminary	Lititz, Pa.
E. E. Campbell, A. M	Irving Female College	Mechanicsburg, Pa.
Frances E. Bennett	Ogontz School	Ogontz School, Pa.
A. H. Norcross, D. D	Pittsburg Female College	Pittsburg, Pa.
Samuel B. Jones, D. D	Columbia Female College	Columbia, S. C.
W. R. Atkinson, D. D	Presbyterian College for Women.	Do.
Mrs. L. M. Bonner	Due West Female College	Due West, S. C.
H. P. Griffith	Cooper-Limestone Institute.	Gaffney City, S. C.
Alexander S. Townes	Greenville Female College	Greenville, S. C.
B. F. Wilson	Converse College	Spartanburg, S. C.
H. G. Reed	Walhalla Female College	Walhalla, S. C.
S. Lander, A. M	Williamston Female College.	Williamston, S. C.
D. S. Hearon, D. D	Sullins College.	Bristol, Tenn.
C. A. Folk, A. B	Brownsville Female College.	Brownsville, Tenn.
Kate McFarland	Union Female Seminary.	Do.
Robert D. Smith, A. M	Columbia Athenæum	Columbia, Tenn.
Wilbur F. Wilson	Tennessee Female College	Franklin, Tenn.
A. M. Burney	Howard Female College	Gallatin, Tenn.

III.—College Presidents—Continued.

II.—*Colleges for women*—Continued.

Name of president.	University or college.	Address.
Howard W. Key, PH. D	Memphis Conference Female Institute.	Jackson, Tenn.
N. J. Finney, A. M	Cumberland Female College.	McMinnville, Tenn.
Miss V. O. Wardlaw, A. M	Soule Female College	Murfreesboro, Tenn.
J. G. Paty	Boscobel College	Nashville, Tenn.
Geo. W. F. Price, D.D	Nashville College for Young Ladies.	Nashville, Tenn.
B. H. Charles	Ward Seminary	Do.
R. M. Saunders	Martin Female College	Pulaski, Tenn.
Wm. M. Graybill, A.M	Synodical Female College	Rogersville, Tenn.
Mrs. H. H. Sanford	Shelbyville Female College.	Shelbyville, Tenn.
N. A. Flournoy	Somerville Female Institute.	Somerville, Tenn.
Z. C. Graves, LL. D	Mary Sharp College	Winchester, Tenn.
Charles Carlton	Carlton College	Bonham, Tex.
P. H. Eager, A. M	Baylor Female College	Belton, Tex.
S. M. Godbey	Chappell Hill Female College.	Chappell Hill, Tenn.
R. O. Rounsavall	Waco Female College	Waco, Tex.
S. N. Barker	Martha Washington College.	Abingdon, Va.
Kate M. Hunt	Stonewall Jackson Institute.	Do.
W. B. Yount	Bridgewater College	Bridgewater, Va.
Wm. P. Dickinson	Albemarle Female Institute.	Charlottesville, Va.
Mrs. E T. Taliaferro	Montgomery Female College.	Christiansburg, Va.
----------	Danville College for Young Ladies.	Danville, Va.
C. F. James, D.D	Roanoke Female College	Do.
Samuel D. Jones, B. L	Southwest Virginia Institute.	Glade Spring, Va.
Chas. L. Cocke	Hollins Institute	Hollins, Va.
W. W. Smith, LL. D	Randolph-Macon Woman's College.	Lynchburg, Va.
J. J. Scherer, A. M	Marion Female College	Marion, Va.
J. A. I. Cassedy	Norfolk College for Young Ladies.	Norfolk, Va.
Arthur K. Davis, A. M	Southern Female College	Petersburg, Va.
John H. Powell	Richmond Female Institute.	Richmond, Va.
James Willis, A. M	Staunton Female Seminary	Staunton, Va.
Mrs. J. E. B. Stuart	Virginia Female Institute	Do.
Wm. A. Harris, D.D	Wesleyan Female Institute.	Do.
John P. Hyde, D. D., LL. D	Valley Female College	Winchester, Va.
Mrs. H. L. Field	Parkersburg Seminary	Parkersburg, W. Va.
Ella C. Sabin	Downer College	Fox Lake, Wis.
Charles R. Kingsley, PH. D	Milwaukee College	Milwaukee, Wis.

CHAPTER XVII.

CITY SCHOOL SYSTEMS.[1]

I. ANALYSIS OF THE STATISTICS AND REMARKS SUGGESTED THEREBY: *Enrollment—Average attendance—Length of school term—Number of teachers—Sex of teachers—Supervision—School buildings—Number of sittings—School property—Expenditures.*

II. *Summary of statistics of city school systems, showing increase or decrease from previous year (Table 1)—Summary by States of population and school enrollment and attendance in cities of over 8,000 population (Table 2)—Similar summary of supervising officers, teachers, property, and expenditures (Table 3)—Similar summary of public evening schools (Table 4)—Comparative statistics (Table 5).*

ENROLLMENT.

If the figures which appear in this chapter possess any significance, it is that the educational conditions of the cities for this year are less favorable than in the year preceding. The first and best evidence of this is that the school enrollment has not kept pace with the increase in population. While the latter shows a gain of 5.56 per cent, the enrollment in public schools has increased but 4.27 per cent. The ratio of public school enrollment to total population has fallen from 14.74 per cent to 14.56 per cent.

This decrease can not be ascribed to a relatively greater increase in the patronage of private and parochial schools, for, of the whole number of school attendants. the proportion who are in private schools remains the same as last year, namely, 21.3 per cent. Plainly the loss of one of these classes of schools is not due to a gain of the other class. There has been actually a relative loss to school instruction.

Furthermore, this loss is not confined to any particular section of the country, but appears in four of the five geographical divisions, the South Atlantic being the only one to show a gain. Investigation as to the localities in which the lessened percentages are most conspicuous discloses several instances in which superintendents' reports have proudly pointed to increased numbers in the schools, regardless of the fact that the population from which the pupils were drawn had increased in a much larger ratio. Thus it has often happened that school officers have congratulated themselves because of fancied increase in educational prosperity, while the very same facts disclosed to other minds indubitable proofs of lessened popularity of the schools.

Many superintendents, however, have noticed with deep concern the failure of their schools to keep pace with the population, and have searched earnestly for causes and for remedies. Speculations as to the former and suggestions as to the latter have been many and varied. But it seems probable that a point has been reached in the educational history of this country beyond which the efforts of school officials of various kinds in the cities must be redoubled in order to increase the school attendance beyond the present proportion to population. At this time the former opposition to the public school system is almost entirely a thing of the past. The efficiency of the public schools is nowhere questioned, and of themselves they attract all those who desire instruction excepting a comparatively small number who prefer private schools for reasons that do not concern the efficiency of the public school system.

The facilities for instruction and the means for providing the same are almost without exception reasonably ample, and it may be doubted whether any considerable number of children are kept from school because of lack of accommo-

[1] Prepared by Mr. James C. Boykin.

dation or of teaching force. With efficient, well-equipped schools, enjoying the favor of the communities in which they are, it is evident that all efforts whose object is the conversion of considerable classes of people to a belief in them have accomplished their aim and have become no longer necessary, since nearly all intelligent education-seekers have become patrons of the public schools.

But there remain a large number of persons in every city to whom school instruction offers no advantages that they can appreciate, and who, if left to themselves, would never see the inside of a schoolhouse.

It is toward this class that the efforts of school officials must be directed in future if they desire to increase the proportion of the population who attend school; and it must be remembered that such efforts must be exerted toward each individual, and not toward a class, and must be supplemented by such expensive and troublesome auxiliaries as compulsory laws, truant officers, and truant schools.

In fine, the time has passed for great gains in the proportion of enrollment to population in the cities, and in the future we may expect, instead, constant fluctuations, due to local rather than general causes, or even a downward tendency, since there is good ground for belief that the proportion of paupers, of the thriftless, and of the depraved increases in growing cities out of all proportion to the increase in population.

It is noteworthy that in the largest cities the failure of the schools to keep pace numerically with the population is especially noticeable. The following table exhibits the ratios necessary to bring out this fact so far as it relates to the sixteen cities whose population is over 200,000, they being arranged in the order of their size.

City.	Annual rate of increase of population.	Proportion of increase of public school enrollment during the year.	City.	Annual rate of increase of population.	Proportion of increase of public school enrollment during the year.
	Per cent.	*Per cent.*		*Per cent.*	*Per cent.*
New York, N. Y.	2.07	*a* 0.31	Cincinnati, Ohio	1.55	*a* 0.61
Chicago, Ill	8.13	7.56	Cleveland, Ohio	4.99	3.10
Philadelphia, Pa	2.13	*b* 1.57	Buffalo, N. Y	5.22	5.48
Brooklyn, N. Y	3.58	1.41	New Orleans, La	1.14	*d* 0
St. Louis, Mo	2.48	2.36	Pittsburg, Pa	4.35	0.93
Boston, Mass	2.12	*c* 1.20	Washington, D. C	4.61	3.37
Baltimore, Md	2.71	1.16	Detroit, Mich	5.89	*a* 4.89
San Francisco, Cal	2.51	4.43	Milwaukee, Wis	5.84	5.27

a Increase from 1889-'90 to 1890-'91—the latest data at hand.
b Increase in "number belonging at the end of the year."
c Increase in "average number belonging."
d Decrease 0.43 per cent.

In only two of these cities, San Francisco and Buffalo, is the increase in school attendants as great as that in population, and in both cases there are evidences that the increased proportion is only temporary, being larger than usual in the year for which the figures are given. The increase in enrollment in Buffalo since 1880 has been irregular, being occasionally at a greater rate than the average increase of population, as in this year, but generally less, while the general tendency has been downward. In the ten years from 1880-'81 to 1890-'91 the population increased 64.80 per cent, while the school enrollment increased in the same time but 41.11 per cent.

In San Francisco, the increase of population from 1880 to 1890 was 27.80 per cent, and the enrollment increased in the corresponding period only 12.02 per cent. It appears in this case that the slow increase of the public schools is, in part at least, explainable by the rapid development of parochial, or church, schools since 1885. The sudden increase in favor of the public schools in 1892 is probably due to some action of the managers of the church schools by which the public schools were benefited.

Thus it appears that in all the great cities of the country the schools are losing ground.

The subject is one that demands the most serious attention.

AVERAGE ATTENDANCE.

All else being equal a decrease in enrollment may be expected to be followed by an increase in the average of regularity of attendance on the part of those children who are enrolled. It is always the least earnest pupils and the children of the least intelligent parents who are last to seek admission to the schools, and the nonenrollment of this class tends to raise the average of attendance, since it is to them that low averages are principally due. The inference from the preceding paragraphs is that proportionally fewer of such children have sought admission to the schools, and one is therefore prepared to find a better showing in the ratio of average daily attendance to enrollment. This proportion for the entire country was 71.2 per cent in 1891–'92 as against 70.7 per cent in the previous year; the rate of actual increase during the year for this item has been 5.09 per cent, but even this is below the rate of increase of total population.

In instituting a comparison between the several divisions it is seen that the attendance is least regular in the cities of the North Atlantic Division. This may excite some surprise in the minds of those familiar with the general excellence of the schools in that section. But it will be remembered that in no other section are the compulsory laws more generally enforced than there.

These laws require attendance of all children between certain ages for a part of the school year; and in their operation a class of children are brought into school for a limited time that would not be enrolled at all in the absence of such laws. Required to attend against their will, they leave as soon as the legal period has expired, and in the meantime the agencies which brought them in must be constantly employed to keep them there. Their irregularity of attendance and their short stay in school reduce the average of the whole to a comparatively low point, but since whatever of instruction the irregular class receive is clear gain and would not be had under other circumstances, the low average of regularity that it entails is not a matter for regret, except that the period prescribed does not cover the entire school year. The new compulsory law of Ohio does provide for attendance during the entire term, and it will be interesting to observe whether the present high ratios of regularity will be maintained under its operation.

The explanation that low averages are caused by compulsory attendance is only a partial one, however, and can not be applied in all cases where low averages appear even in the North Atlantic Division. In Pennsylvania, for example, the average is noticeably low, and yet there is no compulsory attendance law on the statute books. The low percentage of that State is due to the conditions that exist in Philadelphia, which possesses nearly half the urban population of the State, and in which each child enrolled attends school on an average less than sixty days in every one hundred.

The high proportions in Georgia and South Carolina are undoubtedly due to some mode of recording statistics that differs from the methods in use elsewhere, and the apparent superiority in respect to regularity in the South Atlantic Division may be ascribed to that reason. The attendance in the North Central Division appears from the statistics to have reached a very satisfactory point, namely, 74 per cent for the whole division. Ohio, Minnesota, and Kansas show especially high ratios, being, with Maine, District of Columbia, and Kentucky, the only States (excluding Georgia and South Carolina) in which three-fourths of the pupils enrolled are in constant attendance.

LENGTH OF SCHOOL TERM.

In the length of the school term there has been a distinct loss this year, the average number of days of school having been reduced from 193.5 days to 191, and this, too, in the face of largely increased expenditures. The decrease has occurred principally in the older divisions where the schools are most firmly established, the North Atlantic Division showing a loss of 4.3 days, and the North Central a loss of 2.2 days. In the Western Division, too, the term has been reduced slightly, but both the Southern divisions show an increase, the South Atlantic of 4 days and the South Central 0.1.

It is significant that while the support of the public schools is more burdensome upon the people of the South for well-known reasons, that is the only section which reports a lengthened term. But this does not imply greater devotion to the schools in the South than in the North as it may appear at first sight. In the South the need of money for the conduct and equipment of the

schools has been a serious drawback since the inception of the system there, and in point of length of term the Southern cities, as well as States, have as a rule been behind the more favored localities, simply because of lack of funds to continue. The cry there has long been for "more months of school." On the contrary, in those sections where it is financially possible to maintain the schools continuously, if need be, numerous advocates of shorter daily sessions and shorter terms have arisen, and the grounds they take relate less to the economical advantages than to the supposed injury that school attendance inflicts upon the children.

Notwithstanding the widespread use of physical training in the schools, the improvements in the heating and ventilation of schoolhouses, and close attention to sanitary matters generally on the part of school authorities, it is claimed by many that a few hours a day for nine months in the year are as many as any child should be required to remain in school. Regardless of all the principles of arithmetic it is said, in effect, that more can be accomplished in seventy-two months than in eighty or eighty-eight; that better methods of teaching and the better health of the pupils that are expected to follow the reduction of school time will more than make good the difference, etc.

It is not mentioned why the better methods and the improvements in the curriculum often referred to in this connection could not be made with the longer term as well as the shorter one; nor has it been clearly proved, even if it be true that the health of school children is generally unsatisfactory, that an improvement would follow the partial cutting off of their school privileges. Nevertheless such arguments have had their effect upon the minds of many of the school boards, and a reduction in the school time of the country as a whole is the consequence.

The loss is more clearly seen in the item of "aggregate attendance," which shows that the whole number of days' instruction was less by 4,951,289 days than it would have been if the length of the school term had been as great as the year before. In other words, the loss to the sum total of instruction imparted has been greater because of the average loss of two days and a half than it would have been if there had been no schools whatever opened in the cities of either Maine, New Hampshire, Rhode Island, Delaware, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Tennessee, Alabama, Mississippi, Texas, Arkansas, South Dakota, Nebraska, Kansas, or Colorado, or any of the Western States except California.

The rise and growth of the city school systems of the country are practically things of the last fifty years: and it is interesting to note what change has occurred in that period in the time a child was expected to devote to his school duties. The following figures are self-explanatory:

City.	In 1841-'42 or thereabouts.			In 1891-'92 or thereabouts.		
	Length of school term.[a]	Length of daily sessions.	Time given to recesses daily.	Length of school term.	Daily sessions.	Recesses.
New York, N. Y	49 weeks	6 hours		202½ days	5 hours	20 minutes.
Chicago, Ill	48 weeks	6 hours		192 days	5 hours	15 minutes
Philadelphia, Pa	251½ days	7 hours		201 days	5 hours	10 minutes.
Brooklyn, N. Y	11 months			202 days		
Boston, Mass	224 days	5½ hours [b] 6 hours [c]	30 minutes.	200 days	5 hours	20 minutes.
Baltimore, Md	11 months	6 hours [b] 7 hours [c]	30 minutes.	203 days	5 hours	30 minutes.
Cincinnati, Ohio	11 months	7 hours	30 minutes.	190 days	5½ hours	15 minutes.
Cleveland, Ohio	43 weeks			190 days	5 hours	15 minutes.
Buffalo, N. Y	12 months			195 days		
Washington, D. C	238 days	6 hours [b] 7 hours [c]	30 minutes.	180 days	5 hours	15 minutes.
Detroit, Mich	259 days	6 hours		196 days	5½ hours	20 minutes.

[a] The exact number of days can not be stated in all cases, because of the uncertainty as to the length of the week or the month mentioned in the original documents. It is presumed, however, that the calendar week or month was intended.

[b] In winter. [c] In summer.

The facts shown for these cities are indicative of the practices generally prevailing at the two periods named. It was formerly the custom to keep the schools open nearly the entire year. Vacations of four weeks, either consecutive in the summer, or one week at the end of each of the four quarters, was as much time as was considered necessary for rest for pupils or teachers. Holidays were few,

Independence Day, Thanksgiving, Christmas, and New Year's Day usually comprising the entire list. The day's work began at 8 or 9 in the morning and continued till midday; the afternoon session opened at 2 o'clock and continued till , th re being usually a short recess in each session. On Saturdays the morning session was held, but the afternoon was always a holiday, and in a few places the schools were closed Wednesday afternoons also.

There have been many departures from these practices, the constant tendency being toward a reduction of the time. First, the Saturday morning session was discontinued; then the summer vacations were lengthened; the morning sessions were shortened by deferring the opening of school till 9 o'clock; the afternoon sessions were curtailed; new holidays were introduced; provisions were made for a single session on stormy days, and for closing the schools to allow teachers to visit other schools, and in some instances to give them opportunity to attend teachers' institutes.

A liberal estimate would give 950 hours as the actual time devoted to school work in a year under the present conditions, while 1,320 hours would be a moderate statement of the annual school term as it was at the beginning of the public school system. The boy of to-day therefore must attend school 11.1 years in order to receive as much instruction, quantitatively, as the boy of fifty years ago received in 8 years; and the plain arithmetical conclusion is that if the length of session and term were restored to the old figures nearly the entire elementary and high-school course could be completed in the time now required for the elementary course alone. This may not be true to its full extent, but that it approaches the truth can not be denied. In the countries of Continental Europe the sessions and terms have not been subjected to the steady reduction that our schools have suffered; it is scarcely necessary to look further than this for the explanation for the greater amount of work accomplished in a given number of years in the German and French than in the American schools.

During the fifty-year period mentioned in the foregoing paragraphs the changes in the course of study have been equally as constant as the changes in school term, but in this respect the change has been in the other direction, the tendency being toward the addition of new subjects. Music, drawing, physiology and hygiene, elementary science, cooking, sewing, carpentry, paper folding, modeling, all find places in the elementary course of to-day, and none of them was to be found among the studies pursued a half century ago.

The improvement in the preparation of teachers, the increased care which the greater supply has made possible in the selection of new appointees, and the better equipment of the schools in respect to material appliances, have improved the average character of the instruction Whether these improvements have been sufficient to compensate for the lessened time and the increased requirements is a proper subject for investigation.

SUPERVISION.

Few realize to what an extent the business of supervion has grown in this country within the last few years. In the year just passed the number of supervising officials in the cities reached 2,724, an increase over 1890-'91 of 261, or 10.6 per cent, a larger gain than in any other item. There is now an average of one supervisor to every 20.2 teachers, against one to every 21.3 last year; if the supervisors were equally distributed among the cities, each would have six.

The last decade of years has been unusually fruitful in the establishment of normal schools; other agencies for the improvement of the teaching force have multiplied to a wonderful degree; and greater care has been possible in the selection of teachers than ever before. But notwithstanding all this the number of persons employed to oversee them at their work has increased in a still greater ratio.

A casual glance at the meager number of superintendents and assistant superintendents whose names appear in the printed reports ordinarily conveys the impression that the amount of supervision performed is limited. In fact comparisons are frequently made between cities on the basis of only the officers who are legally and specifically styled superintendents and assistant superintendents; and on that basis, complaint is sometimes made that there is still a dearth of supervision, because there are only one or two superintendents in each city. But the supposition that these are the only supervising officials is erroneous, for under this head must be placed all those who do not actually and regularly teach, but whose duty it is to observe and direct the work, either generally or in special lines, of those upon whom the burden of instructing the pupils really falls. The category includes not only superintendents, assistant superintendents,

supervisors, and inspectors specifically so called, but also directors, supervisors, or special teachers of drawing, writing, singing, physical culture, science, sewing, kindergarten, primary methods, reading, elocution, manual training, slöjd, and cooking, and generally principals, or masters, heads of departments, and "floor principals." Of course no single city can boast of all the officials named; but, so far as the directors of special branches are concerned, the arguments in favor of one apply equally to all, and if the system is right on general principles, no school is properly equipped that does not get the benefit of the whole list.

The reason always assigned for the employment of a special teacher is that many of the regular teachers can not teach that branch effectively, and special assistance and direction is required to enable them to properly present their instruction. New subjects were originally the only ones which were supposed to require special instructors; but writing, drawing, and music are no longer new subjects, and it can only be said in favor of them now that under special supervision the pupils receive better instruction because of the greater attention to those particular branches. By far the greater number of specialists employed are for the three branches named, while, strangely enough, the much more important subjects of arithmetic, language, spelling, geography, etc., must fare as best they may with the "regular" teacher under the guidance of the "regular" supervisors.

When the number of these officials of all kinds is taken into account it will be seen that the work of supervision is not so sadly neglected after all. On the contrary, the reports of superintendents themselves have in a few instances contained recommendations looking toward a reduction of the supervising force.

Superintendent W. H. Maxwell, of Brooklyn, has given close attention to the subject of supervision generally, and his utterances in regard thereto are marked with clearness and vigor. In his report for 1891 he said:

"Principals and heads of departments do not teach classes. They are supposed to spend their whole time in supervision. There is one supervisor who does not teach for every eleven classes. In my judgment the number of non-teaching supervisors is unnecessarily large. The excessive development of supervision has resulted in several clearly defined evils in our schools:

"First, it has withdrawn from the work of class teaching many of our best teachers, and has thus lessened the efficiency of the teaching force as a whole.

"Second, it has created the feeling that office work and making out examination questions are more honorable than the active work of teaching. If teachers are to have a due moral influence on their pupils their office should be held in the highest honor.

"Third, the struggle for the prizes that are held up before the eyes of our teachers in the shape of head of department places, involving as they do, in most cases, considerably less work and considerably better pay, has resulted in much unseemly wire-pulling and intrigue, an evil always to be deprecated in the administration of a public school system.

"Fourth, the multiplication of superfluous heads of departments has resulted in division of responsibility in school management, in petty jealousy, and in much harmful interference with the work of class teachers.

"Fifth, the unnecessary increase in the number of heads of departments has led to much of the excessive examination of pupils, with its attendant evils of cramming and nervous prostration, that, though now much less than in former years, still hurts our school work.

"Sixth, the cost of this supervision, not merely in the salaries of heads of departments but in the fitting up of elaborate offices with expensive furniture, is withdrawing each year a vast amount of money that is sadly needed for necessary work and material.

"A close estimate would show that not less than $30,000 per annum is expended on superfluous heads of departments. Surely a better use might be found for this money."

From such facts as are here set forth, it appears that in some places general supervision has been carried to too great an extreme, and the only question that remains to be settled is where to draw the line. It is generally conceded that the principal of every large building, or of a group of buildings, should be in every sense a supervisor; that he should devote a great part of his time to the regulation of the affairs of the school as a whole rather than to the instruction of a single class. That he should with the aid of an assistant have especial charge of the highest class, or of some especial subject or subjects studied by them, is not incompatible with this view, but on the contrary is desirable, both because the principal should be a teacher as well as a supervisor and should

therefore keep in touch with the actual business of teaching no less than with the duties of supervision, and because the pupils should not be deprived wholly of the benefits of direct contact with the strongest teacher, presumably, of the school.

Above the principal there should of course be the superintendent, whose business relates in a small degree to the details of school instruction and discipline but largely to the general direction of the entire system as a whole. It is evident that the number of superintendents and assistant superintendents required to give unity and harmony to the school system will be reduced to a minimum, provided the principals are of the right kind and act in hearty cooperation with each other and with the superintendent. The idea of a graded line of supervising officers, ranking one above the other in military fashion, is fast disappearing, and will soon take its place with other discarded pedagogical theories, such as rigid annual classification, strict adherance to percented examinations for promotions, and all those other appendages and devices conjured up when the system was supposed to be the single feature which it was important to perfect.

But there is little prospect of a decline in the idea of specialization now represented by the system of special supervision. The results accomplished under it are so far superior to what had been done without it that a further extension seems inevitable. It is like going to another world to leave an alleged musical exercise in a school whose teacher has had little musical training and less talent, and who attempts to teach what she herself does not know, with no other guide than the "course of study" and "handbook"—and then to pass to a school into which a skilled musician has infused a liberal share of his own enthusiasm and devotion to the art. Such differences as appear under these opposite conditions are the strongest arguments for specialization. It is altogether fitting and proper that if a subject is to be taught at all it should be placed under the most favorable conditions, and specializing the work of all teachers, at least in the higher grades, seems to be the most probable outcome of the educational experiences and experiments of the last few years.

The strongest argument in favor of conservatism in this matter has been the greater moral influence over her class that a teacher has who conducts all their school exercises throughout a whole year. But it is doubtful whether, under the present circumstances, the argument still holds good. The basis of the influence of the teacher upon the child lies in the fact that she is to a certain extent the embodiment of his ideal of knowledge and goodness. But can he hold her and her attainments in that same high regard when he observes that a supervisor of drawing must come in to aid her to teach one thing; a supervisor of penmanship is necessary for another; a supervisor of physical culture furnishes the list of exercises for gymnastics and instructs her how to direct them; a supervisor of music is as far superior to the teacher as she is to the pupil; the "floor principal" directs how she shall punish bad little Johnny Green; the principal frequently comes in to show her how to conduct a lesson in language or geography; the assistant superintendent and the superintendent occasionally come around with "aid and direction," and the school trustee does likewise? In the end the pupil, by degrees and unconsciously, perhaps, is very liable to arrive at the conclusion that "that teacher is not much of anybody after all, for all these other people have to come in and tell her what to do"—a remark which, by the way, was recently made by a sturdy little fellow of 12.

It is probable, therefore, that the department system, with which experiments are now being made in some localities, will gain favor as a means of presenting instruction by specialists, and at the same time of avoiding the evils of too much supervision. And there is little to be feared from any loss of moral influence in the transition from the present methods to an arrangement by which the pupil will remain under the same teachers during the entire time of his attendance in the higher grades, especially as each of those teachers will presumably know more of his or her particular branch than any of the superior officers, though their attainments may be broader and more general in their character.

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The number of teachers has increased from 52,431 to 55,057, maintaining nearly the same ratio of increase as the average attendance of pupils, so that the number of pupils to each teacher for all the cities is about the same as in 1890–'91, namely, 36. In individual States the averages vary from 26 in South Dakota to 40.2 in Virginia, 40.9 in Mississippi, and 49.2 (which is probably erroneous) in Georgia. Between *single cities* the variation is of course still greater,

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while in individual cases there are extremes which are abnormal. For example, in Brooklyn there were 389 classes in each of which over 60 pupils were registered at one time. "Of these classes 259 had registers of between 60 and 70; 60 classes had registers between 70 and 80; 17 classes had registers between 80 and 90; 12 classes had registers between 90 and 100; 9 classes had registers between 100 and 110; 19 classes had registers between 110 and 120; 10 classes had registers between 120 and 130; 2 classes had registers between 130 and 140, and 1 class had a register of over 140."

Brooklyn is not alone in this respect, for a similar if not equally bad state of affairs may be found in other great cities, certainly in all in which district lines are rigidly observed, and all applicants are admitted without regard to the size of existing classes.

Supt. Maxwell, of Brooklyn, discussed the subject thus in his report for 1891: "A table of averages can give no adequate idea of the extent to which crowding in the lowest primary grade is tolerated. In some localities there is plenty of room; the class rooms are not crowded. In nearly all the newer sections of the city, however, the crowding is appalling. * * *

"In most of these very large classes there are half-day sessions, *i. e.*, some of the pupils attend only in the forenoon; the others only in the afternoon. But this crude device is really of very little assistance. No teacher, it matters not how vigorous or how skillful she may be, can teach properly more than sixty children. Not more than that number may be present at each session; but can any living being, within five hours a day, give to each one of over a hundred children that care and attention which at the opening more than at any other period of school life proper teaching demands? The first introduction to school life, on which so much depends for giving the right bent to the child's mind, ought to be pleasant, encouraging, and healthful; the opposite is the case—a vitiated atmosphere and an overworked teacher. The child's first school work should be full of variety and unexpected delights; we give him instead a dull routine, enforced idleness, and unnatural restraint.

"The system has not even the poor defense of necessity. It can not be claimed that it is necessary, unless it can be shown that in this way a larger number of children receive the benefits of an elementary education. This can not be done. One fact alone is sufficient to show that exactly the contrary is the case: The average number of children promoted from the seventh primary classes[1] each term is only 50 per cent. The average number of children promoted from the other grades is about 80 per cent of the register. But here, again, the average does not tell the whole truth. From these very large classes in the crowded schools, only about 30 per cent of the pupils are promoted.

"Could anything tell the dreadful story more plainly? As clearly as words could express it, these figures proclaim the truth. The teachers of the seventh primary classes[1] do not and can not teach any but a small proportion of these crowds of children. They teach those whom it is possible to prepare for promotion; the remainder, by far the larger number, are left to a large extent untaught. The energy that should be wholly given to teaching is dissipated in the effort to maintain order among the untaught, so that even those who are under instruction do not receive the advantages to which they are entitled. In other words, while out of a class of 60 a skillful teacher will easily prepare 50 for promotion, the same teacher, out of a class of 100, is not able, even with a much greater exertion, to prepare more than 30 or 35 for promotion. The untaught remain one, two, in some cases three terms in the grade before their turn to receive instruction arrives. After they have suffered physically through close confinement in a vitiated atmosphere; after they have suffered intellectually through the suppression of natural activity; after they have suffered morally through lack of exercise of the will, they are at last put on their passage upward through our schools. Fewer children are taught, and the quality of the teaching is seriously deteriorated by reason of overcrowded classes."

SEX OF TEACHERS.

It is a matter of common observation that the proportion of men in the teaching force has been growing less for a long time. The decrease from 7.20 per cent to 7.16 per cent during the last year has been slight, but sufficient to show that the tendency is still in the same direction. The number of male teachers increased 4.39 per cent, while the females increased 5.27 per cent.

Fifty years ago by far the greater number of teachers were men, and it has been but a few years since the employment of men as assistants in elementary schools was quite general; now it is the exception to find more than one man in

[1] *That is*, those of the lowest primary grade.—ED.

any one building, the assistants' positions being almost wholly monopolized by women.

In some places they have done even better, and have captured the princpalships as well as the minor positions. In Wilmington, Del., for instance, there are 193 teachers, of whom only 5 are males, and they are all employed in the high school. A similar condition appears in Minneapolis, Minn., where all the 605 teachers are women, excepting 4 principals of high schools, 6 special teachers and 6 instructors of manual training. Substantially the same thing is true of several other cities, most of them being located in the West.

The change which resulted in this condition of affairs was brought about in consequence of the conviction that women are naturally better fitted than men to be teachers of young children, and also by the lower price at which women may be employed.

The latter was at first the principal reason for the initiation of this change, for it was begun at the instance of Horace Mann, Henry Barnard, and their contemporaries, when the public-school system was in its infancy. Money was scarce and every device that could be thought of was utilized to increase the number of schools and the number of people reached by them. But the change has gone much further than was ever intended or dreamed of by the original advocates of the employment of women, and further than the general sentiment of school men now approves. It has had many consequences that were not foreseen and which are difficult to overcome. The business of school teaching is coming to be considered a woman's business, and therefore, offers less attraction to young men than formerly, especially in the subordinate positions, where the low salaries also operate to repel them. The appointment of principals, too, presents new difficulties. The assistants' positions were formerly the training schools of principals, and from them it was always easy to select a man to fill any vacancy; but now it becomes necessary either to employ a new and untried college graduate, to import a rustic schoolmaster, or to transfer a high-school assistant. The first two sources of supply are open to the objection that there is too much uncertainty about the men of whose fitness for the position so little can be known, while the third expedient invariably weakens the faculty of the high school. With the source of supply so curtailed it is not surprising that in many cases women have been promoted from subordinate positions and made principals because no man was available about whom enough was known to justify the belief that he could fill the place better. The tendency thus gains force as it proceeds by constantly making it more and more difficult to secure good material, and there is danger that the increasing femininity of the schools, if such a term is permissible, may be productive of serious results. The already noticeable decrease in the proportion of boys in the higher grades is ascribed by many to this cause, and with some show of plausibility.

The subject is often canvassed in school reports. In many instances the employment of women principals is defended stoutly, a fact that is not surprising in view of the conditions which practically shut out men from all school experience as subordinates. But on the contrary, there are indications that the tendency of the last half century will soon be checked, for from some of the most influential educational centers in the country there has come a demand for "more men" that must soon make itself felt.

Supt. Aaron Gove, of Denver, Colo., has this to say of the matter in his report for 1891-92:

"One of the most desirable reforms in the administration of the American common school at the present day is that whereby more men may be employed as teachers. Not that a man is a better teacher than a woman. This is not true. But there are elements in the teaching profession which belong to sex, and the elements proper to both sexes are needed in training and character making, the main work of the school. A complete course of twelve years can be established only by an equal allotment of teachers from each sex. I would year by year alternately place the pupil under the companionship of, first, a man; second, a woman, and so on, from the first to the twelfth grade. In the present condition of society and of the financial world, this is impossible. But the change will come, and improvement will follow in the increase of the number of men teachers."

In Philadelphia, Pa., active steps have been made towards increasing the masculine element in the teaching force by the establishment of the "School of Pedagogy" for men, and the unanimous adoption of a rule that in future male teachers will be appointed for the two highest grades of the boys grammar schools.

The considerations that led to this action are thus stated by Mr. Isaac A. Sheppard, president of the board of education, in his report for 1892:

"In this city the number of women teachers on the roll is 2,745, and the number of men teachers is 126. For many years past the pupils of both sexes, of the eleventh and twelfth grades, have been taught by women. And in multitudes of instances it has been found that in matters that pertain to the common every day business of life the boys remain untaught in much that they ought to know. * * *

"As a tree is known by its fruit, so is the worth of a teacher disclosed by the development of the pupil. The fact is that a woman teacher can not in the nature of things gain the confidence of a class of boys to the same extent that a man will do; and the preceptor who establishes a feeling of confidence between himself and his pupils, gains an influence of unmeasurable value in the pupils' advancement.

"In 1881, the Committee on Central High School called attention to the fact that 'a more careful and thorough training of the candidates for admission into the school should be exacted from the lower schools.' In 1883 President Richie, of the Central High School, in his report to the Board, said: 'Many boys in the lower classes of the school seem incapable of intellectual effort either from lack of natural ability, or from not having been trained to habits of study. These boys not only derive but a minimum of benefit from the instruction given them, but what is worse, they retard the work of the teachers in almost all of the departments;' and the testimony of the teachers in the higher schools entirely accords with these statements. It 1887, President Steel, in his report to the Board of Education, said: 'The greatest weakness of the school department is the small number of men in it: and the need of the department in this respect is so apparent that it is beyond discussion;' and he earnestly asked the attention of the Board to the subject. In 1888, Supt. MacAlister, in his report said: 'It is my conviction that the Board has now before it no more important question than the best means of bringing into service a sufficient number of young men, possessing the education, character, and ambition to make successful teachers.' * * * After mature deliberation, this Board, by a unanimous vote, wisely adopted rules which designate the places where men teachers are needed; namely, for the boys in the eleventh and twelfth grades."

The president of the Board of Education, of Chicago, Ill., Mr. Louis Nettelhorst, devotes a considerable part of his report for 1890-91 to the same subject, taking a strong stand for the restoration of the element of masculinity. The result did not appear in a new regulation as in Philadelphia, but during 1890-91, the whole number of male teachers increased from 179 to 190, and in 1891-92 to 219. In 1890 there was only one male assistant in the elementary schools, while in 1892 there were 20. Mr. Nettelhorst's recommendations and the grounds therefor are as follows:

"Since my connection with the Board of Education the number of teachers in Chicago has increased from about seventeen hundred to three thousand.

"At all times the fair sex has predominated to a considerable extent, but at no time has this been so apparent as during the last few years. If an extra effort had been made to drive out male teachers and fill their places by women the success could not have been better. Wherever a male principal resigned or his place was made vacant for some other reason, it was filled by a lady. I believe firmly that women should have a place in our educational system, that nature has fitted them very well indeed to take care of and teach our growing generation up to a certain age. Yes; I believe that they are better adapted to teach the lower grades than men. Their natural love for children; their kind way of dealing with them, and their sympathetic feeling will draw towards them the hearts of the little ones, and, having gained their confidence, they will find it a comparatively easy task to impart to them the knowledge of the rudiments of education successfully, while men, on account of the their more stern character and perhaps harshness of manner, are not as well fitted to deal with the little ones. But after the children have grown to reach a certain age, say 10 to 12 years, I do not think it wise to intrust their education to women only. In my opinion it is necessary that the more sturdy character of men should be allowed to have an influence upon our growing generation, and while it may be necessary that the gentle hand of woman should guide and lead our little ones, I believe that the more firm hand of man should be employed in teaching the older ones and part in molding and shaping their character.

"Ever since the agitation was set on foot to advocate and bring about the appointment of women as members of the Board of Education it has been used as an argument that the larger part of our teachers consist of women, that at least

one-half of the pupils of our schools are girls, and that therefore it must necessarily follow that those whose duty it is to govern the schools should not consist of men only, but that a fair number of women ought to be appointed to take care of the needs of the women teachers as well as the girl pupils. If this argument has any value whatever, if there is any good reason to have women on our board because there are female teachers and girls in our schools, the argument will also hold good that we should have a sufficient number of male teachers because about one-half of our pupils are boys. Whenever a family has lost the father while the children of the family are still of that age during which they need guidance on the part of the parents, it will show, with only very rare exceptions to note, that the mother alone was not fully able to cope with the problem before her, and that the boys and girls in after life feel the lack of training by the strong hand of a man. It will necessarily follow that in our schools where our children pass a large part of their time the lack of masculine element among the teachers must show as well. A man (if he is the right kind of a person, and if not he has no place there) will inspire the children with more respect, after they have advanced to a certain age, than a woman, and they therefore will be more ready to listen to the teachings of the man and pursue their studies more diligently than if they are in the hands of a woman.

"It can undoubtedly be shown that some women are fully as able as men to inspire the children and have their respect to as full an extent, but if we look at these women we will always find in their character and their make-up some very prominent traits of the masculine character. I believe it will be one of the duties of the board to bring about some system by which our young men, who come to us with a college and university training, or who come as graduates of teachers' seminaries, are not turned away as has been done in the past, simply because the sentiment is against them and we have been accustomed to see women only in our public schools. At the present time we have hardly any male teachers in our primary and grammar grades and only a small number of male principals, our high schools only showing a fair percentage of the male sex among our teachers. At the end of our school year the official list shows the total number of teachers employed to be 3,001. Of these 190 are men (of these 190, 68 are employed in the high schools, 26 are teachers of special branches, and 94 are teachers and principals in our primary and grammar grades), while 2,811 are women. These figures, which are taken from the official records, ought to be sufficient to show that I am right in asking the appointment of more male teachers."

SCHOOL BUILDINGS.

The number of school buildings shows an increase over 1890-'91 of 303, or 4.67 per cent, while the number of sittings is greater by 116,098, or 4.96 per cent, than last year. This indicates a tendency to erect larger buildings.

There is no uniform policy in regard to the size or arrangement of buildings, and the circumstances of each particular case almost invariably determine the character of the structure. In the smaller cities two stories with eight rooms is the size most commonly found, and the number expressed in the "average size of buildings" *i. e.*, 370, expresses with greater correctness than averages usually do the number of pupils that may be accommodated in a typical building of this, the commonest kind.

In the great cities, however, the compact population and the high cost of land have led to the erection of immense edifices, each capable of accommodating as many pupils as are found in the entire school systems of half the cities of the country.

In New York City, of the eight new buildings in progress of erection one will have 1,736 sittings, another 1,848, another 2,016, still another 2,352, and two others will accommodate 2,520 pupils each. But even these are not the largest in the city. Grammar school No. 90, erected in 1890, contains 2,633 sittings, and another new building was furnished in 1891 with 2,722 sittings. Each of these buildings is four stories high, and of course does not leave much of the lot for a playground. The first cost of one of them would entirely support the schools of the average city of 25,000 inhabitants for four years. Grammar School No. 90 cost $245,000, in addition to the value of the lot, which was $30,000, a very moderate price for a school site in New York, for an examination of the list shows one valued at $135,000, another at $147,000, another at $157,000, and finally, one at $165,000. Fifty sites are worth $50,000 or more.

As New York at this time represents the maximum of urban growth and of density of population, so its buildings represent the maximum size in school-

house construction in this country and with probably not more than two exceptions in the world.

In London may be found the largest buildings ever erected at one time in Europe for public elementary schools, pure and simple, but the greatest of them all, the "Hugh Myddelton," recently completed, accommodates only 2,150, and cost £62.000, or about $310,000. Of this, £20,634 were for the site, so that the New York structure exceeds it both in value and capacity. Only one other London "board school" accommodates as many as 2,000 pupils. Brooklyn, as well as New York, far surpasses this record.

The famous Jews' Free School, in London, a privately endowed institution receiving Government grants, is one of the exceptions mentioned above as being more capacious than any building in this country. In the words of one of those in authority in the school: "It having become evident, in 1883, that the buildings were no longer adapted to the demands, new plans were formed, and in March, 1884, the old buildings were demolished, and on their site a magnificent set of class rooms, surrounding a great central hall, was erected at a cost of £25,000. By this means the school was rendered capable of accommodating 2,250 boys and 1,250 girls, and in a very short time those numbers of children were entered on the school registers." This may, or may not, mean that the "set of class rooms" and the "great hall" are all under a single roof; but whether this is the case or not, there remains the fact that all that army of children form a single school under the control of a single head master, and though the building may not be more notable in size than in value, the school must be ranked as one of the most numerously attended in the world.

But there is another school which surpasses this in size, though its growth to its enormous proportions was due to motives of economy rather than to a policy favoring large schools. The school is in Mülhausen, Alsace, and is thus described in Dr. L. R. Klemm's book on European Schools: "I found a unicum of a school here, such as I hope never again to see—a school containing no less than sixty-two class rooms, several offices, and the rector's dwelling, all in a conglomerate of buildings rickety and shabby. The pupils on the third floor must wait till the other floors are empty before they can be dismissed. The whole building is one dangerous mantrap. In case of fire thousands of children's lives would be in danger. This school is a blot upon the fair reputation of the city of Mülhausen."

It is said that this school is several centuries old; its growth has been provided for by repeated additions to the original structure, the idea being each time to save the cost of one wall by tacking on a new wing to the old building instead of establishing a new and separate school, which would necessitate four new walls instead of three; the pupils are seated upon benches, each of which holds six or eight children; there are twelve benches in each room, and the whole number of children in the school is not less than 4,464.

It has never been the policy of the school officials of the second city of the Union, Chicago, to erect such monster buildings as those described; the largest one in use, the Newberry, accommodates 1,320 pupils. At the present time most of the buildings erected in the populous districts of the city have 16 rooms and an assembly hall which can be converted into 12 class rooms, if necessity demands it. These buildings are of three stories with 6 rooms on each of the two lower floors and 4 rooms and the assembly hall in the third story. The seating capacity of each is about 864 in addition to the hall.

The most striking feature of the Philadelphia schoolhouses is that the class rooms are separated from each other only by movable partitions, which permit of the ready conversion of a series of rooms into a single long hall for general exercises. There seems to be no standard size or plan for the buildings in this city, and those recently erected contain 10, 12, 15, 18, or 21 rooms or divisions, apparently according to the existing needs of the particular locality in which the building is situated. The James Logan school, which seems to be one of the largest if not the largest building in the city, has 24 rooms on three stories, and had 1,663 pupils belonging at the beginning of the year.

Brooklyn is like New York in its mammoth buildings, there being a half dozen or more which accommodate over 2,000 pupils each, and several others whose capacity is between 1,500 and 2,000. The largest of them all, however, does not quite reach the 2,500 mark.

The largest buildings in St Louis accommodate from 1,200 to 1,500 persons, and the present policy of the board, as indicated by the character of the houses erected since 1885, favors buildings of not more than twelve rooms, accommodating about 700 pupils.

In Boston, the plan of school organization differs from that of the cities outside of New England, in that primary schools are not conducted in the same buildings with grammar schools. The grammar school, embracing six years of the course, forms the center pedagogically, and if possible geographically, of the school district. Around it the primary schools, in which the first three years' work is done, are placed in the best locations available for the convenience of the pupils. The buildings used in the pursuit of this plan are small as compared with those in the cities mentioned above, the most numerously attended having but 1,000 pupils; all the others with one exception have less than 800. The new Thomas N. Hart building, which is considered one of the best in the city, has 13 class rooms and an assembly hall, arranged in three stories, there being 5 rooms on the first floor, 6 on the second, and 2 rooms and the hall on the third.

In Baltimore, Md., there are but two elementary school buildings that are valued at as much as $35,000. The officials complain that the appropriations are insufficient to construct buildings large enough to provide for reasonable growth of the schools; and that a model school building, embodying the best features of the older buildings and omitting their defects, is greatly needed. None of the buildings erected up to this time are provided with assembly halls.

In San Francisco, Cincinnati, and Cleveland the buildings, like those of Chicago, vary in capacity from 500 to 1,300, the majority having accommodations for less than a thousand. In Cleveland, however, two or three have nearly 1,500 sittings.

The ten American cities mentioned in the foregoing paragraphs are the most populous in the country, and while their plans and methods may not be the ideal ones, they undoubtedly represent in their different types the conditions which may be naturally expected of all other cities when time and the remarkable tendency of the American people to congregate in cities has brought them up to the size of the great cities named. Their schools, therefore, in this sense may be said to be the resulting types of the half century's development of the American public school, and as such their features are worthy of especial study.

Among the smaller cities, the buildings of Denver, Colo., whose population is slightly over 100,000, are most frequently praised. Uniformly two stories high, of not more than 12 rooms, excepting the high school, with ample light, air, and floor space for each pupil, satisfactory apparatus for heat and ventilation, good arrangement of rooms and stairways, they have served as models for many of the best buildings of other cities. It may be well to state, however, that in designing them the architect was evidently not hampered with a stringency in the money supply, such as frequently or generally exists in cities of like size when a new schoolhouse is desired. To illustrate: The high school building was erected upon land donated by the General Government, and has cost $354,195.41; the estimated value of the site is $414,000, making the entire value of the property considerably over three-quarters of a million dollars. The new Swansea building cost $78,053; the Corona, $87,901, and the Wyman, $94,570. Compare the value of the Baltimore buildings with these figures, and the cause for the dissatisfaction of the officials of that city may be better understood.

NUMBER OF SITTINGS.

The accommodations for pupils as compared with the number in average daily attendance are somewhat less ample than in the last year. In 1890-'91 there were 136.7 seats for every 100 in actual attendance, while there were 136 during the year just past. The average attendance increased 5.09 per cent, while the number of sittings increased 4.96 per cent. The difference is very slight, and would not possess any significance but for the fact that it is one of many statistical indications that 1891-'92 was unfavorable for school work.

It would probably be well to repeat that this comparison of sittings with average attendance is not intended to show the actual degree of sufficiency of accommodations in any individual instance, but merely as a means of comparison between localities and dates.

The sufficiency or insufficiency of school accommodations in a quantitative sense is a matter which it is very difficult if not impossible to determine statistically. It is certainly not necessary that there should in any case be as many seats as there are pupils enrolled, for not all of them are in attendance the year around. Nor is the average attendance the proper measure of the number of seats needed, for a temporary absence of a pupil or pupils can not be made the occasion for the shifting of the seating arrangements without serious confusion

and inconvenience. There must, therefore, be more seats than there are pupils actually present. If it were possible to get a satisfactory and uniform definition of the "average number belonging," either that quantity or the "greatest number belonging at any one time" would be the better criterion by which to judge.

But even that would be exceedingly defective, for if the seats were as many as the greatest number belonging that would not necessarily indicate that there were enough, because of the impossibility of so locating buildings and accommodations as to precisely meet the necessities of the school population.

The reasons for this difficulty are stated by Supt. W. E. Robinson, of Detroit, Mich., to be "the rapid growth in the population in some of the newer portions of the city, the floating population in certain other parts, and the variation in the numbers promoted half-yearly from grade to grade and class to class."

In his characteristic vein, Supt. A. P. Marble, of Worcester, Mass., says: "The reason for this excess is apparent when we consider that the pupils can not always be sent to the houses where the extra seats are; for example, the seats in a suburban school can not be made to accommodate pupils in the high school any more than the vacant seats in one train of cars will accommodate the extra passengers in another train."

The greatest trouble experienced in the matter of providing accommodations seems to be the difficulty in persuading those who hold the purse strings to erect buildings in advance of present needs. The steady growth of our cities and schools is a matter which does not admit of doubt, but nothing seems harder for a city councilman to understand than the necessity for going to the expense of building a house for 800 children that were not in school last year. Of course when the next year has rolled around and the 800 new children have come in, he will see that it would be a good thing to have another house rather than have the children sit on the edge of the teacher's platforms and on the radiators, and then he is willing to appropriate the money for a new building to be ready for the children on the perches by the beginning of the next year. But by that time 800 or more other new children have arrived, and the same process is repeated. In this way and for this reason a great many, if not a majority, of the cities of the country are about a year behind in the erection of buildings.

There is no disposition on the part of the public officers of any city to cripple the schools or to withhold the funds necessary for their proper support. But the demands upon every city's treasury are many, and the aggregate of the estimates of the several departments invariably exceeds the annual revenue. Then in the general scaling down which always follows, woe be unto the schoolhouse asked for by the board of education if the superintendent has indiscreetly hinted at "building for the future" in his recommendation! The reply is, "We can take care of the future when it comes. There are expenditures now needed that will take all our money without providing for the demands concerning the next generation."

To this is due the most of the complaint concerning insufficient accommodations. There are, to be sure, many instances of neglect, more or less flagrant, of the just and reasonable demands of the schools in the matter of buildings, but the neglect has been of short duration, and after a few years of inaction the authorities have always awakened suddenly to a sense of their duty, and have gone to work with feverish haste to make up lost ground.

SCHOOL PROPERTY.

The value of school property shows an increase over last year of $9,100,729, or 4.93 per cent. This increase has been larger proportionately than that in the number of buildings, which indicates a greater average value per building—a result which naturally follows the increased size of buildings noted in a previous paragraph. But the increase in value is less in proportion than the increase in number of sittings, which merely adds another proof to the well-known experience that within certain limits the cost of building does not increase in direct ratio with the capacity of the structure. For example, a three-story house costs much less than 50 per cent more than one of two stories, because the cost for foundation and roof is practically the same in both cases.

The value of school property in this connection must be understood to mean the value of property owned by the public authorities and used for school purposes. Furniture, apparatus, school libraries, etc., are included as well as real property, but lands held for purposes of revenue and rented property are not.

Some of the Western cities, notably St. Louis and Chicago, are particularly

fortunate in the possession of valuable property from the rental of which a considerable portion of their revenue is derived. Chicago received $225,634 from this source in 1891-92, and St. Louis received $54,235.

The possession of this property is a result of the long-established policy of the United States Government to set aside two sections for school purposes out of every township newly opened for settlement. Chicago's school land is situated partly in the heart of the city, and has increased enormously in value, being worth now several millions.

The General Government has, in a few instances, given aid to city schools in other and more direct ways than in the reservation of school lands. For instance, the site of the Denver High School is a block which was donated by the United States; and the schools of Fort Smith, Ark., are supported mainly by the revenue from a gift of the National Government in the shape of an abandoned military reservation.

Rented property plays a very small part in the school economy of our cities, and its use is always a makeshift to serve till arrangements can be made for the occupation of quarters owned by the cities themselves. It is almost impossible to rent buildings suitable for school purposes. To meet the wants of a school, the building must have been designed for a school. But private capital is rarely employed nowadays in the erection of schoolhouses, excepting, of course, for the church schools, and never for the purpose of renting them, as is frequently the case in nearly every other class of buildings. In case of emergency, therefore, in which the city's school property does not suffice for its needs, whatever is available must be taken, and that usually means an old hall, church, store, or even dwelling. It goes without saying that in light, heat, and ventilation such quarters are exceedingly defective, and their use is justified only by urgent necessity, and is continued no longer than is absolutely necessary.

It is the policy of most cities to erect their schoolhouses upon land owned by them in fee simple, but in a few instances the local customs make it generally impossible to secure lots in that way. Baltimore is the most conspicuous example of this, for in the city proper only about a half dozen of the school sites are owned in fee, while more than seventy are leased, and require a large annual payment of "ground rent." The policy of the board, however, in recent years at least, is to secure the ground in fee simple whenever it is possible.

EXPENDITURES.

Except in the number of supervising officers the greatest increase for the year is in the matter of expenditure. The cost of supervision and teaching was greater than last year by 6.33 per cent, and the total expenditure was greater by 6.36 per cent. The whole amount expended for schools by the 459 city systems was $60,555,120, a sum by no means niggardly, being equivalent to a contribution of $3.17 from every man, woman, and child in the population of those cities. For each pupil in average attendance, the average amount spent for all purposes was $30.58. Of this $17.86 were for instruction pure and simple, embracing only the cost of teaching and of the supervision of teaching. The remainder was for incidentals of various kinds, supplies, text-books, janitors' wages, repairs, furniture, and new buildings, and, in fact, everything for which money was spent during the year, except the single item of tuition. The repayment of loans and bonds are not and should not be included, for the obvious reason that misleading duplication would be caused thereby. For example: Cities frequently negotiate temporary loans in anticipation of expected receipts. Suppose that a city should borrow each month the money for the teachers' salaries in order to pay them promptly, repaying the loan every time a few days after. It is plain that only the money paid to the teachers was actually spent for the schools, yet if all the money disbursed were included, it would appear that the cost of the schools was just twice as much as it really was. All loans and bonds rest upon the same basis, and add to the actual cost of the schools only to the extent of the interest paid on them.

Since the expenditures increased during the year at a greater rate than any of the items of enrollment and attendance it naturally follows that the cost per capita is also greater. The expense for tuition per pupil in average attendance was greater by 21 cents than last year, and the expenditure for all purposes was 27 cents more. Every day that a city child went to school during the year, he cost on an average 16.02 cents; of this, 9.35 cents were for his direct instruction. Both these items are larger than in the previous year.

It is interesting to note that the purposes for some of this increased expense are brought out in the statistics. *In the* first place the great increase in the

number of supervising officers undoubtedly affects the cost of tuition to a considerable extent, and largely, if not entirely, accounts for the difference in its per capita cost.

In regard to expenditure other than that for tuition the increase is due to several circumstances. The public are more inclined to be liberal in money matters with the schools than ever before, because they very generally appreciate the work of the schools, and because they are more than at any previous period accustomed to associate generous expenditures with good schools. Therefore it has been possible to secure sums for furnishing the schools with improved sanitary arrangements, apparatus for instruction, and supplies of every kind, which a generation ago would have been considered by the authorities as useless extravagance and would have been promptly refused. Besides, certain new features of the schools have been the occasion of a great deal of expense not required in past years. Let us mention a few of them:

The free text-book system is growing in popularity, and its adoption by an increasing number of cities adds each year to the aggregate amount expended.

Physical training is becoming popular and demands more or less of apparatus of the lighter sort under any system, and in many cases complete gymnasiums have been fitted up at a considerable cost.

The modern and most approved methods of instruction, notably in the sciences, demand ample laboratory facilities. Geography, physics, chemistry, geology, etc., now require the expenditure of money for apparatus that the old-time text-book teacher never dreamed of the possibility of securing.

Manual training is constantly gaining ground, and wherever it is begun there must be shops for carpentry, forges, furnaces, and machines for iron-working, materials for sewing, and school kitchens for instruction in domestic economy, not to mention the colored paper, modeling clay, and other material required for the lower grades.

The kindergarten idea is rapidly spreading, and is attended with the purchase of the characteristic material required for the peculiar work, of course, but still more important, it frequently involves the provision of new and special furniture, musical instruments, and even new buildings.

Compulsory attendance laws are being diligently enforced in several States and the agencies necessary therefor are expensive and additional to the usual requirements of the schools. Truant officers and truant schools are necessities which have grown out of the new state of affairs, and must be maintained wherever an earnest effort is made to enforce the law.

Certain changes in matters of discipline and classification have caused new items to be added to the expense account of many cities. The total or partial abolishment of corporal punishment has been followed by the establishment of "schools for incorrigibles" in many instances, and "ungraded classes" for backward or for unusually bright pupils are maintained in some localities to avoid the evils of long intervals between classes. These schools are in the nature of "extras," and while their ultimate result is a saving of money by hastening the progress of the children, their immediate effect is an addition to the school budget.

All these features are among the developments of the last few years. They are not yet universal, or even general, but all are growing in favor, and each year sees the addition of one or more of them to a very respectable number of city systems. All are expensive in a greater or less degree, and so long as their extension continues, just so long may an annual increase be expected in the per capita as well as the absolute cost of city schools, unless indeed some unexpected calamity or some ill-advised movement should occur to hinder the present favorable progress of public education.

But in addition to these features in the nature of permanent improvements in the system, there has been one item of expenditure which has appeared in the accounts for 1891-'92, and is only temporary in its character, but which amounts to a goodly sum in the aggregate, because nearly all the cities report it, namely, preparation for the World's Columbian Exposition at Chicago. The expense attending the preparation and care of the exhibits varied from a few hundred dollars to several thousand. In addition to this and related to it was the celebration of Columbus Day, October 12, 1892, in honor of the discovery of America four centuries before. The occasion was commemorated, either by formal exercises or by processions, in probably every city in the country.

These two events entailed a great deal of extra work upon the teachers and pupils, and seriously interfered with the even tenor of school work for a considerable time. Though the ultimate results, especially of the World's Fair ex-

hibit, must necessarily be beneficial to American education, there can be no doubt that the immediate effects were by no means favorable. In fact, one of the potent reasons for the bad showing in the statistics of the year may be found in this.

TABLE 1.—*Summary of statistics of school systems of cities containing over 8,000 inhabitants, showing increase or decrease from the previous year.*

Total population:	
1890	18,088,348
1891	a19,094,594
Increase	1,006,246
Per cent of increase	5.56
Enrollment:	
1890-'91	2,667,042
1891-'92	2,780,800
Increase	113,758
Per cent of increase	4.27
Aggregate number of days' attendance of pupils:	
1890-'91	364,687,603.5
1891-'92	378,208,076.6
Increase	13,520,473.1
Per cent of increase	3.71
Average daily attendance:	
1890-'91	1,884,473.9
1891-'92	1,980,515.5
Increase	96,042.6
Per cent of increase	5.09
Average length (in days) of school term:	
1890-'91	193.5
1891-'92	191.0
Decrease	2.5
Enrollment in private schools (estimated):	
1890-'91	723,990
1891-'92	753,178
Increase	29,188
Per cent of increase	4.03
Number of supervising officers:	
1890-'91	2,463
1891-'92	2,724
Increase	261
Per cent of increase	10.60
Number of teachers:	
1890-'91	52,431
1891-'92	55,057
Increase	2,626
Per cent of increase	5.01

a The population of each city, with a few exceptions, being estimated upon the basis of the annual rate of increase from 1880 to 1890.

TABLE 1.—*Summary of statistics of school systems of cities containing over 8,000 inhabitants, showing increase or decrease from the previous year*—Continued.

Number of buildings:	
1890-'91	6,478
1891-'92	6,781
Increase	303
Per cent of increase	4.67
Number of sittings or seats:	
1890-'91	2,396,674
1891-'92	2,512,772
Increase	116,098
Per cent of increase	4.96
Value of school property:	
1890-'91	$184,507,058
1891-'92	193,607,787
Increase	9,100,729
Per cent of increase	4.93
Expenditure for teaching and supervision:	
1890-'91	$33,266,128
1891-'92	35,372,482
Increase	2,106,354
Per cent of increase	6.33
Expenditure for all purposes, excepting loans and bonds:	
1890-'91	$56,936,447
1891-'92	60,555,120
Increase	3,618,673
Per cent of increase	6.36

TABLE 2.—*Summary, by States, of population and school enrollment and attendance in cities containing over 8,000 inhabitants.*[1]

State.	Number of school systems.	Total population in 1901 (estimated)	Enrollment in public day schools.	Aggregate number of days attendance of all pupils.	Average daily attendance.	Enrollment in private and parochial schools (estimated).
1	2	3	4	5	6	7
United States	459	19,094,594	2,780,800	378,208,076.6	1,990,515.5	753,178
North Atlantic Division	191	9,175,479	1,373,398	185,020,311.1	950,394.7	364,355
South Atlantic Division	38	1,483,324	212,952	29,554,446.5	155,174.1	45,908
South Central Division	39	1,223,925	151,325	19,359,928.5	108,248.5	48,908
North Central Division	165	6,208,681	897,107	124,236,074.0	663,520.6	280,432
Western Division	26	1,003,185	145,968	20,027,316.5	103,177.6	23,508
North Atlantic Division.						
Maine	8	131,855	20,986	2,830,354	15,807.7	4,464
New Hampshire	5	105,600	11,674	1,425,365.8	8,217.8	6,050
Vermont	2	23,280	3,485			
Massachusetts	42	1,569,001	251,994	36,907,933	186,830.9	45,245
Rhode Island	6	222,750	34,369	4,327,045.3	23,315.2	8,865
Connecticut	14	372,985	61,069	8,003,284.5	41,685.8	12,020
New York	48	3,706,758	522,902	71,907,613	367,464	153,351
New Jersey	20	893,460	114,082	14,873,345.5	76,070.3	42,857
Pennsylvania	45	2,230,810	332,807	44,358,156	239,259	79,488
South Atlantic Division:						
Delaware	1	63,100	9,463	1,321,320	6,776	
Maryland	4	477,850	72,271	9,741,691	48,716	17,157
District of Columbia	2	241,000	39,678	5,448,024.5	29,762	8,500
Virginia	9	232,645	28,243	3,796,882	20,566.1	7,284
West Virginia	3	54,870	9,710	1,343,783	7,185	1,223
North Carolina	5	74,059				
South Carolina	3	80,430	9,470	1,445,842	7,706	4,057
Georgia	7	209,410	27,917	4,468,529	23,759	3,775
Florida	3	49,970	5,570			1,675
South Central Division:						
Kentucky	8	292,265	40,466	5,242,599.5	30,489	13,024
Tennessee	5	216,230	28,486	3,552,670	19,462	4,908
Alabama	5	107,240	11,672			
Mississippi	2	35,720	4,273	563,642	3,104	2,455
Louisiana	3	208,150	25,803	3,484,742	18,565	
Texas	11	244,560	32,164	3,982,671	21,920.5	6,171
Arkansas	4	59,760	10,461			1,593
Oklahoma	0	0	0	0	0	0
Indian Territory	0	0	0	0	0	0
North Central Division.						
Ohio	20	1,215,300	176,581	24,359,108.8	139,189.8	50,771
Indiana	18	414,670	66,568	8,890,556.2	48,512.2	20,372
Illinois	34	1,549,985	221,065	31,463,990.5	165,020.9	81,096
Michigan	23	596,580	91,574	12,766,207.5	66,597.8	29,716
Wisconsin	19	468,660	70,231	9,399,487.8	49,911.8	31,930
Minnesota	7	427,870	53,625	7,519,624	40,021	
Iowa	14	594,300	49,484	6,656,665.3	36,170.4	10,841
Missouri	10	695,070	102,447	12,904,949	70,963.2	20,236
North Dakota	0	0	0	0	0	0
South Dakota	1	11,890	1,706	203,970	1,179	140
Nebraska	9	307,840	32,157	4,141,474	21,942.6	5,873
Kansas	10	196,180	31,729	3,935,050.9	24,021.9	4,332
Western Division:						
Montana	2	27,850	4,853	591,445	3,238.4	500
Wyoming	1	13,200	1,192	150,117	814	500
Colorado	7	168,905	24,912	3,062,038	16,404.1	1,772
New Mexico	0	0	0	0	0	0
Arizona	0	0	0	0	0	0
Utah	2	64,600	10,294	1,367,906	7,376.9	
Nevada	1	8,300	1,575	231,900	1,159	253
Idaho	0	0	0	0	0	0
Washington	3	135,800	14,244	1,944,041.5	10,196.8	2,143
Oregon	1	63,030	9,641	1,324,870	6,973	1,200
California	9	521,410	79,277	11,355,099	57,015.4	14,584

[1] In the preparation of this table omissions and deficiences in the returns of individual cities were supplied from the best sources available. If no accurate information could be had in any particular case, an estimate based upon the ratios developed in the other cities of the same State was used unless it appeared that the conditions were essentially different in the city for which precise data were lacking.

Blanks indicate that the number of cities which reported the item was not sufficient to justify an estimate to supply the deficiency.

TABLE 3.—*Summary by States of supervising officers, teachers, property, and expenditures of school systems of cities containing over 8,000 inhabitants.*[1]

State	Number of supervising officers	Number of teachers.			Number of buildings.	Number of seats or sittings for study	Value of all public property used for school purposes	Expenditure for supervision and teaching	Expenditure for all purposes except loans and bonds.
		Male	Female	Total					
1	2	3	4	5	6	7	8	9	10
United States	2,724	3,944	51,113	55,057	6,781	2,512,772	$193,607,787	$35,372,482	$60,555,120
North Atlantic Division	1,262	1,687	25,438	27,125	3,219	1,231,802	97,070,586	17,330,420	30,065,035
South Atlantic Division	142	450	3,660	4,110	483	186,980	8,908,588	2,208,220	3,537,554
South Central Division	170	283	2,493	2,776	370	120,118	7,705,390	1,637,110	2,300,309
North Central Division	947	1,316	16,931	18,246	2,297	848,086	64,031,960	11,073,823	20,057,510
Western Division	203	209	2,591	2,800	412	125,726	15,891,363	2,462,907	4,594,052
North Atlantic Division:									
Maine	22	39	498	536	189	22,000	1,229,397	233,809	367,596
New Hampshire	16	22	257	279	77	12,411	1,207,195	155,672	261,610
Vermont	2	5	71	77	16	2,793	181,000	37,587	56,949
Massachusetts	152	397	4,993	5,390	971	249,058	24,567,289	3,675,800	6,239,179
Rhode Island	49	34	664	698	123	31,209	2,428,917	448,769	900,637
Connecticut	56	115	1,180	1,295	184	55,542	5,179,253	768,941	1,530,962
New York	606	557	9,961	10,518	686	464,656	35,318,695	7,174,636	11,658,946
New Jersey	148	59	2,019	2,078	203	96,530	5,437,905	1,331,333	2,103,429
Pennsylvania	212	459	5,795	6,254	770	297,597	21,521,535	3,503,879	6,886,327
South Atlantic Division:									
Delaware	1	6	187	193	27	9,232	551,817	94,573	154,211
Maryland	27	141	1,311	1,452	124	66,706	2,851,584	788,967	1,242,643
District of Columbia	32	102	719	821	101	36,648			
Virginia	31	75	437	512	64	25,071	766,662	242,341	319,411
West Virginia	9	11	184	195	23	8,250	445,727	95,483	138,014
North Carolina									
South Carolina	9	13	139	152	16	8,800	298,250	58,827	86,037
Georgia	23	50	433	483	69	22,935	1,309,515	287,431	447,487
Florida	3	30	67	97	35			37,835	49,738
South Central Division									
Kentucky	47	41	731	772	74		2,087,081	481,766	751,582
Tennessee	56	56	351	407	50	20,120	1 224,000	256,735	332,202
Alabama				222	21		601,660		193,446
Mississippi	6	3	73	76	9	4,899	108,600	36,089	44,918
Louisiana	5	35	497	532	68	14,275	1,037,920		265,575
Texas	40	102	505	607	116	25,813	2,013,865	395,533	573,773
Arkansas	4	23	137	160	32	8 769	612 225	98,421	138,814
Oklahoma	0	0	0	0	0	0	0	0	0
Indian Territory	0	0	0	0	0	0	0	0	0
North Central Division									
Ohio	165	338	3,308	3,646	409	184,666	14,500 321	2,407,673	4,055,370
Indiana	79	123	1,200	1,323	187	62,612	3,939,953	743,249	1,233,972
Illinois	273	313	4 177	4,390	497	196,014	14 929,496	3,282,546	5,680,583
Michigan	109	101	1,795	1,896	259	85,114	5,983,824	1 017,770	1,969,939
Wisconsin	72	119	1,252	1,371	185	65,753	4,101 020	850,012	1,191,677
Minnesota	71	90	1,211	1,301	139	52,197	6,825,300	926,209	1,356,310
Iowa	71	55	1,034	1 089	165	46,473	3,508,800	545,328	1,124,748
Missouri	36	165	1,798	1,963	213	91,968	6,870,646	1,153,615	1,996,400
North Dakota	0	0	0	0	0	0	0	0	
South Dakota	1	2	34	36	8	1,520	175,000	24,250	48,271
Nebraska	43	34	587	621	124	27 530	2,382,260	410,326	839,065
Kansas	27	75	535	610	111	31,249	1 812,340	312 585	552,175
Western Division									
Montana	6	6	91	97	24	4,723	837,430	80,098	197,494
Wyoming	2	0	24	24	4	1,000	20,000	20,096	45,561
Colorado	37	33	422	455	64	19 926	3,679 950	390,322	916,495
New Mexico	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0
Utah	36	28	107	135	53		672,500	116,444	324,549
Nevada	0	3	27	30	6		80,575		64,194
Idaho	0	0	0	0	0	0	0	0	0
Washington	22	11	254	265	51	15 113	1,661,487	250,251	826,535
Oregon	14	23	177	200	24	8 000	988,824	149,696	282,496
California	86	105	1,429	1,534	186	70,779	7 880,597	1,439,790	1,936,728

[1] In the preparation of this table omissions and deficiencies in the returns of individual cities were supplied from the best sources available. If no accurate information could be had in any particular case, an estimate based upon the ratios developed in the other cities of the same State was used unless it appeared that the conditions were essentially different in the city for which precise data were lacking.

Blanks indicate that the number of cities which reported the item was not sufficient to justify *an estimate to supply* the deficiency.

TABLE 4.—*Summary of statistics of public evening schools in cities of 8,000 or more inhabitants, 1891–'92.*

State	Number of cities of over 8,000 inhabitants which support evening schools	Number of such schools	Number of teachers.			Number of pupils			Average daily attendance
			Male	Female	Total	Male	Female	Total	
1	2	3	4	5	6	7	8	9	10
The United States	148	802	(952) 1,408	1,780	4,140	(50,326) 85,540	29,553	174,419	70,064.1
North Atlantic Division.	50	569	(912) 863	1,413	3,208	(50,210) 55,177	21,081	126,468	50,906.9
South Atlantic Division.	7	39	(32) 34	44	118	(4,743) 313	0	5,086	2,792
South Central Division.	2	7	7	25	32	1,057	333	1,390	766
North Central Division.	39	219	(8) 442	244	694	(4,242) 23,378	7,423	35,043	12,305.4
Western Division	10	18	42	46	88	(131) 5,585	716	6,432	2,293.8
North Atlantic Division:									
Maine	3	5	9	7	16	(210) 216	189	665	442
New Hampshire	3	18	19	26	45	702	433	1,135	420.8
Vermont	1	2	2	0	2	73	4	77	27
Massachusetts	25	168	(307) 194	462	963	(9,446) 12,021	6,031	27,551	13,723.3
Rhode Island	5	28	109	231	340	(268) 4,411	1,826	6,503	2,451
Connecticut	5	26	(23) 18	29	63	(2,690) 132	47	2,869	650.4
New York	12	99	(217) 403	317	937	(13,150) 26,433	9,897	49,480	18,919
New Jersey	12	49	(26) 75	226	327	(5,535) 7,078	1,960	14,570	5,491.1
Pennsylvania	14	174	(239) 59	115	513	(18,913) 4,061	644	23,618	8,782.3
South Atlantic Division:									
Delaware	1	4	0	8	8	162)		162	87
Maryland	1	8	17	21	38	(1,413)		1,413	1,250
District of Columbia	2	17	(32) 6	18	50	(2,907)		2,907	1,155
Virginia	2	9	6	5	11	343	0	343	170
Georgia	1	1	5	0	5	(261)		261	130
South Central Division.									
Kentucky	1	6	5	25	30	1,038	328	1,366	754
Texas	1	1	2	0	2	19	5	24	12
North Central Division									
Ohio	10	32	20	26	46	(225) 996	290	1,411	662.8
Indiana	4	5	2 6	2	10	(30) 195	190	415	208.8
Illinois	8	57	160	72	261	12,027	3,187	15,214	5,600
Michigan	5	19	(6) 34	27	67	(880) 1,816	1,868	4,666	1,310
Wisconsin	6	52	61	45	106	700) 2,734	730	4,164	1,726
Minnesota	4	26	37	19	106	(2,307) 1,740	611	4,658	1,614
Iowa	2	3	4	2	6	206	23	229	119
Missouri	4	18	33	49	82	3,501	418	3,919	1,886
Nebraska	3	6	8	1	9	218	100	318	159
Kansas	1	1	0	1	1	43	6	49	19.8
Western Division:									
Colorado	2	2	8	1	9	(131) 56	6	193	69
Utah	1	1	2	0	2	82	18	100	43.6
Washington	1	1	1	1	2	171	22	193	46.1
Oregon	1	1	3	1	4	231	71	302	128.9
California	5	13	28	43	71	5,045	599	5,644	2,006

TABLE 5.—*Comparative statistics of school systems of cities containing over 8,000 inhabitants.*

City	Ratio of total public and private school enrollment to total population.	Ratio of private school enrollment to total public and private school enrollment.	Ratio of public school enrollment to total population.	Ratio of average attendance to total enrollment (public schools).	Average number of days at sessions of each pupil enrolled.	Average length of school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each supervising officer.	Average number of seats for each 100 pupils in attendance.	Average number of sittings to a building.	Value of school property per capita of		Cost of tuition (i. e., supervision and teaching) per capita of—		Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.	Total expenditure per capita of total population.
											Total population.	Average attendance of pupils.	Total population.	Average attendance of pupils.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Per ct.	*Per ct.*	*Per ct.*	*Per ct.*	*Days*	*Days.*									*Cents.*	*Cents*	
United States	18.56	21.3	14 6	71.2	136	191	36	20.2	135.9	370.5	$10.14	$27.75	$1.65	$17.86	9.35	16 02	$3.17
North Atlantic Division	18.83	20 5	15	69.2	134 7	194.7	35	21 5	129.6	382 5	10 58	102.25	1.89	18 13	9.37	16.24	3.30
South Atlantic Division	17.45	17.2	14.4	74.4	138.8	190.4	37 8	28.9	120.5	397 2	6.01	57.41	1.53	14.63	7.67	11.97	2.36
South Central Division	16.35	21.4	12.4	71.5	127.9	178.8	38.9	16.4	111 0	324 5	6.29	71 12	1 34	15.12	8.45	11 88	1 88
North Central Division	18 97	23.8	14.5	74	136.5	187.2	36.4	19 3	127 4	368.0	10.31	93.50	1.88	17 63	9 40	16 14	3 23
Western Division	16.90	13 9	14.6	70.7	137.1	194.1	38 9	13 8	124 8	312.4	15 84	151 00	2 45	33.87	12.30	22 05	4 58
North Atlantic Division:																	
Maine	19.30	17 5	15.9	75.3	135.3	179.6	29.5	74 4	139 6	116.7	9.54	77 78	1.77	14.79	8.33	12 95	2 78
New Hampshire	16.76	34.1	11 1	70.4	122.1	173.5	29.4	17 4	151	161.2	11.43	146.93	1.47	18.94	10.92	15.35	2.47
Vermont			15					38.5		174 6	7 77		1.61				2 44
Massachusetts	18.59	15.2	15.8	74 2	140.5	197.5	31 6	35.5	133.3	256.5	15.37	104 45	2 20	19.07	9.96	16.90	3.00
Rhode Island	19.41	20 5	15 4	67.8	125.9	185.6	33.4	14 2	133.9	253.7	10.90	104 17	2.01	19.25	10.37	22.20	4.31
Connecticut	19.59	16 4	16.3	68.2	131.1	192	32.2	35.6	133.2	301 9	13.88	124.23	2.06	18.44	9.60	15.20	4 11
New York	18 25	22.7	14 1	70.3	137 5	195.7	34.9	17 4	126.4	677.3	9 53	93.10	1 93	19.54	9.98	16.21	3.15
New Jersey	19.46	27 3	14 1	67.3	130.4	194.0	36.9	14	125.9	475.4	6.74	70.03	1.65	17.36	8.95	14.14	2.61
Pennsylvania	19.33	18.4	15.8	64.7	125.7	191.2	36.5	39.5	130.4	386.5	9 62	94.24	1.57	16.35	7 90	15 52	3.08
South Atlantic Division:																	
Delaware			15	71.6	139 6	195	35.1	193	136.2	341.7	8.75	81 44	1.59	13.96	7 16	11.67	2.44
Maryland	17.71	19.2	15 1	67.4	134.8	200	33.6	53.6	130.9	538	5.97	58.53	1.65	16.20	8.10	12.75	2.60
District of Columbia	19.99	17.6	16.5	75	137.2	183	36.3	33.7	123.1	382.9							
Virginia	15.28	20.5	13.1	72.9	134.6	184.5	40.2	16.5	121.7	391.8	3.30	37.23	1.01	11 76	6.36	8.43	1.37
West Virginia	19.93	11.2	17.7	74	138 4	187.1	36.8	21.7	111 9	358.3	8.12	62.01	1.74	13.29	7.11	10.27	2.52
North Carolina																	
South Carolina	16.80	30	11.8	81 4	152.6	187.6	50.6	16.9	114 1	550	2.59	27 02	.73	7.63	4.07	5.95	1.07
Georgia	15.11	11.9	13.3	85.1	160.1	188.1	49.3	21	96 8	332.5	6.25	50.10	1.37	12.10	6.42	10.01	2.13
Florida	14.50	23.1	11.1					32.9					.76				

South Central Division:																								
Kentucky	16.59	24.3	13.9	76.4	199.5	172	30.5	16.4				7.11	66.45	1.75	15.90	9.24	14.31	2.57
Tennessee	14.85	15.8	12.3	73.6	153.8	162.5	33	7.3	163.4	402.4		5.00	62.90	1.10	13.00	7.22	9.35	1.54
Alabama			10.9									5.61						1.60
Mississippi	16.53	36.5	12	72.7	131.9	161.5	40.9	12.7	157.8	544.1		3.01	54.98	1.01	11.03	6.43	7.97	1.33
Louisiana			12.1	73	135.1	167.7	34.0	106.2	76.9	210		3.15	104.90				7.62	1.99
Texas	15.67	16.1	13.1	68.2	150.7	177.1	33.9	15.2	117.8	322.5		4.24	91.80	1.62	18.05	10.10	14.78	2.35
Arkansas	20.17	13.2	17.5					40		294.1		10.24		1.03				2.23
Oklahoma																		
Indian Territory																		
North Central Division:																		
Ohio	18.71	23.3	14.5	72.8	149.3	180.4	38.2	22.1	132.7	451.4		11.83	104.18	1.98	17.20	9.13	15.98	3.34
Indiana	20.67	23.4	16.1	72.9	133.6	163.8	36.7	16.7	120.1	434.9		9.50	81.32	1.70	15.32	8.35	13.87	2.88
Illinois	19.04	27	12.9	74.7	148.3	160.6	37.6	16.1	118.8	384.4		9.33	90.46	2.07	19.80	10.30	18.04	3.92
Michigan	20.66	24.5	15.6	72.7	139.4	191.7	36.1	17.4	127.6	328.5		10.30	88.82	1.74	15.58	7.97	15.43	3.32
Wisconsin	20.60	21.3	15	71.1	138.7	168.2	36.4	19	131.8	355.5		8.78	85.32	1.91	17.03	9.05	12.60	2.62
Minnesota			12.5	76.7	140.2	165.6	30.6	18.3	130.4	376.3		15.95	170.53	2.17	23.15	12.32	18.04	3.17
Iowa	20.50	18	14.8	73.1	134.5	184	33.2	16.3	128.5	361.6		11.92	97	1.85	16.00	8.19	16.90	3.52
Missouri	19.07	22.9	14.7	69.3	125.9	161.9	36.1	34.5	199.7	431.8		8.44	82.78	1.44	16.39	8.84	15.47	2.87
North Dakota																		
South Dakota	15.54	7.6	10.1	69.1	119.6	173	35	36	198.9	190		14.73	148.48	2	30.56	11.89	23.17	3.35
Nebraska	12.96	15.4	10.4	66.2	128.8	168.7	35.8	13.8	135.5	322		7.74	108.00	1.33	18.70	9.91	20.26	2.73
Kansas	18.38	12	16.2	76.7	124	163.8	39.4	22.6	180.1	233.6		9.24	77.21	1.50	13.01	7.34	14.03	2.61
Western Division:																		
Montana	19.23	9.3	17.4	66.7	121.9	182.7	33.4	16.1	145.9	196.7		30.07	238.60	2.87	24.75	13.23	23.40	7.09
Wyoming	12.83	27.6	9	69.3	125.9	194.4	33.9	12	122.9	250		9.09	147.43	1.52	21.70	13.30	20.38	3.45
Colorado	15.80	6.6	14.8	65.8	123	186.7	36	12.3	121.5	311.4		21.79	224.30	2.31	23.80	12.75	20.93	5.43
New Mexico																		
Arizona																		
Utah			15.9	71.7	122.9	185.5	37.8	5.4				10.40	91.16	1.80	15.79	8.51	13.72	5.03
Nevada	22.03	13.8	19	73.6	147.1	200	38.6					6.00	43.64				27.70	7.74
Idaho																		
Washington	12.07	13.1	10.5	71.6	136.5	190.6	36.5	12	148.9	396.3		12.23	162.53	1.81	21.55	12.07	42.52	6.09
Oregon	17.20	11.1	15.3	72.3	137.4	190	34.9	14.3	114.7	333.4		15.69	141.80	2.37	21.47	11.30	21.31	4.46
California	18.01	15.5	15.2	71.9	145.3	199.1	37.2	17.8	124.1	385.1		11.80	138.30	2.70	25.35	12.66	16.67	3.72

CHAPTER XVIII.

SECONDARY SCHOOLS.

A.—Public high schools. B.—Academies, preparatory schools, private high schools, etc.

The great interest taken in the subject of education in secondary schools the past few years has been emphasized by the National Educational Association in the appointment of a special committee to consider the relation of the secondary schools to the colleges and universities.

The exact place of the secondary school has not been definitely determined, and the office of this committee, and the subcommittees appointed by it, was to investigate the whole subject of secondary instruction and present the results of their deliberations in a consolidated report. By this means it was expected to show what the relation of these schools to the colleges is, especially in regard to the studies to be pursued. In the reports of the Bureau of Education the attempt has been made to collect the most complete data possible from these schools and make all of it available for comparison and study. For three years the statistics have included the public high schools, as well as private institutions of secondary grade. The statistics of these two classes of institutions have been compared with each other as far as possible, and for the report of 1890–'91 special tables and diagrams were prepared to show the growth and the comparative increase of each class. Each year the figures given become more complete, and certain of the percentages may be regarded as virtually correct, although not all the schools are reported. This is specially true in regard to the studies pursued at these schools and about which, perhaps, the greatest interest centers at the present time. If we have complete reports from three-fourths of the schools, then the percentages of those reported in matters relating to studies pursued may be taken fairly to represent the other fourth not reported, and we may thus get the average condition of the schools throughout the country.

One of the difficult questions has been to eliminate the students of the elementary grade found in quite a number of these schools; it is believed that this has practically been done, and that the students given in the tables all properly belong to the secondary or preparatory school grade.

In the year 1889–'90, reports were received from 2,526 public high schools, with 9,120 teachers and 202,963 students. In 1890–'91, 2,773 schools reported, with 8,270 teachers and 211,598 students. This year (1891–'92), 3,035 schools are reported, with 9,564 teachers and 239,584 students.

Of the private academies, preparatory schools, and private high schools, there were reported in 1889–'90, 1,632 schools, with 7,209 teachers and 94,931 students. In 1890–'91, there were reported 1,773 schools, with 6,231 teachers and 98,400 students; while this year (1891–'92), the reports show 1,550 schools, with 7,093 teachers and 100,739 students.

The seeming discrepancy in some of these figures in both classes of schools comes from the imperfect classification of the students and teachers into elementary and secondary in cases where the enrollment of the school included pupils below the academic or high-school grade. But this matter is being gradually accommodated to the conditions of the various schools, and will doubtless soon be sufficiently exact for practical purposes. The relative changes in the number of students, the number pursuing certain studies, etc., can best be seen by comparing the data from these two classes of schools for a period of years.

SUMMARIES OF STATISTICS, 1891–'92.

I.—Public high schools.

The two following tables of summaries are arranged for comparing the two classes of schools, public and private, and each is arranged by geographical divisions and by States and Territories.* Table I gives the number of schools, instructors, and students in the public high schools.

Of the 3,035 schools reported in this table, 1,571 are in the North Central Division; 900 in the North Atlantic Division; 244 in the South Central Division; 189 in the South Atlantic Division; and 131 in the Western Division. Of the 9,564 instructors in these schools, 4,714 are in the North Central Division; 3,282 in the North Atlantic Division; 626 in the South Central Division; 528 in the South Atlantic Division, and 414 in the Western Division. Of the 239,556 public high-school students in the country, 117,261 are in the North Central Division; 85,628 in the North Atlantic Division; 13,720 in the South Central Division; 12,556 in the South Atlantic Division, and 10,391 in the Western Division. It is interesting to note that in every part of the country there has been a substantial increase in the number of students during the past year.

* In addition to the number of secondary students reported in the above tables there are of these students 4,647 in the public normal schools and 4,315 in the private normal schools; 1,951 in the manual training schools; 50,910 in the preparatory departments of higher institutions. These added to the number reported from the secondary schools would make a total of 402,118 students.

TABLE I.—*Summary of statistics of public high schools for 1891–'92.—Schools, instructors, and students.*

	Secondary instructors			Students.																		
				Secondary			Colored secondary (Included in the preceding.)			Preparing for college classical course.			Scientific course.			Total number graduates in 1892.			In graduating class preparing for college.	Below secondary grade		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
United States	4,133	5,396	9,564	93,369	142,316	235,685	1,560	2,422	4,047	8,311	6,913	15,223	8,193	8,324	16,532	9,517	16,055	28,499	6,240	149,209	160,565	326,836
North Atlantic Division	1,240	2,010	3,282	35,178	49,496	85,628	271	427	726	4,219	2,631	6,850	2,795	1,687	4,482	3,827	5,902	10,830	2,491	30,328	33,465	70,161
South Atlantic Division	240	288	528	5,088	7,363	12,558	401	643	1,044	594	397	991	196	144	340	296	556	990	411	7,157	8,204	15,317
South Central Division	314	312	626	5,743	7,831	13,720	170	333	540	640	684	1,324	340	334	683	375	735	1,215	567	12,417	13,250	26,024
North Central Division	2,352	2,550	4,714	45,247	71,368	117,261	695	986	1,681	2,574	2,916	5,501	4,355	5,589	9,959	4,573	8,116	14,282	5,230	89,658	95,045	193,968
Western Division	187	227	414	4,133	6,258	10,391	23	33	56	284	283	567	496	570	1,066	446	684	1,170	547	9,649	10,451	21,368
North Atlantic Division:																						
Maine	116	127	243	2,934	3,587	6,656	1	1	30	454	272	726	128	64	192	180	372	707	192	341	460	1,016
New Hampshire	42	58	100	1,010	1,400	2,410	0	1	1	131	102	233	91	68	159	130	192	378	103	477	611	1,088
Vermont	37	64	101	943	1,236	2,179	1	1	2	119	92	211	130	169	299	106	154	280	79	1,372	1,479	2,925
Massachusetts	297	501	798	8,709	12,157	20,943	25	64	89	1,642	1,182	2,824	842	190	832	881	1,574	2,842	687	424	537	961
Rhode Island	28	39	67	719	1,090	1,809	3	4	7	196	77	273	24	9	33	70	132	202	58	11	12	23
Connecticut	78	127	205	1,872	2,640	4,591	5	16	21	277	139	416	194	19	213	211	328	615	131	736	922	2,841
New York	336	659	1,036	12,257	14,372	26,629	146	221	367	1,103	552	1,655	1,135	881	2,016	1,377	1,932	3,019	747	16,499	18,290	36,220
New Jersey	62	128	190	1,852	3,733	6,317	15	22	37	102	81	183	214	174	388	190	390	676	127	2,517	2,627	7,818
Pennsylvania	244	298	542	4,822	9,366	14,088	75	97	172	106	134	329	237	113	350	673	1,128	2,137	376	7,953	8,593	17,269
South Atlantic Division:																						
Delaware	16	15	31	407	345	877	0	0	0	2	0	2	15	14	29	35	43	80	10	564	642	1,206
Maryland	35	27	62	693	801	1,494	90	95	185	32	32	68	10	15	25	32	50	108	52	1,387	1,813	3,200
District of Columbia	31	42	73	842	1,086	1,728	90	260	350	40	20	60	18	0	18	8	46	54	30	0	0	0
Virginia	51	53	104	841	1,309	2,150	11	45	56	149	123	272	32	29	61	61	133	194	43	1,275	1,285	2,560
West Virginia	1	20	21	102	292	474	12	8	20	0	0	0	0	0	0	29	58	85	3	51	99	150
North Carolina	16	11	27	393	365	630	30	40	70	20	22	42	27	38	65	51	61	112	69	714	863	1,577
South Carolina	17	24	41	533	923	1,496	156	177	333	37	31	68	2	6	8	24	27	30	335	358	693
Georgia	44	70	114	1,087	1,743	2,830	6	10	16	271	153	424	95	6	70	49	103	261	151	1,912	2,024	4,902

Florida	30	26	56	429	479	907	6	8	16	30	36	75	27	40	67	29	40	75	23	919	1,210	1,890
South Central Division:																						
Kentucky	55	59	114	1,128	1,500	2,718	38	129	167	74	63	137	62	49	111	52	98	255	63	2,481	3,477	4,908
Tennessee	43	44	87	810	1,231	2,041	17	28	55	56	65	121	30	23	53	71	118	189	99	1,438	1,641	3,279
Alabama	21	30	60	456	521	977	0	0	0	23	22	45	13	0	19	30	46	76	26	776	715	1,403
Mississippi	27	30	57	555	626	1,181	6	19	25	115	112	227	20	7	27	35	59	94	110	1,504	1,317	3,021
Louisiana	15	22	37	406	503	909	0	0	0	4	0	4	0	0	0	79	149	228	3	149	178	327
Texas	125	96	221	1,772	2,508	4,486	86	103	226	306	354	659	211	237	448	77	191	268	100	4,396	4,887	9,440
Arkansas	25	22	47	562	702	1,264	23	44	67	63	68	131	13	12	25	28	74	102	34	1,031	1,833	2,468
Oklahoma																						
Indian Territory	3	0	3	54	0	54	0	0	0	0	0	0	0	0	0	3	0	3	0	90	0	90
North Central Division:																						
Ohio	439	493	932	8,979	13,446	22,425	196	273	469	620	579	1,199	853	980	1,833	1,237	1,835	3,073	690	13,529	13,842	27,441
Indiana	200	165	365	3,592	5,570	9,162	161	216	376	273	315	588	311	381	642	304	652	1,254	430	6,407	6,738	13,604
Illinois	382	435	787	7,044	12,796	19,840	59	97	156	323	366	689	491	803	1,334	526	1,427	2,234	562	8,672	9,119	18,068
Michigan	214	320	548	5,006	8,509	14,540	43	49	92	254	235	489	702	894	1,611	478	831	1,625	804	10,894	17,564	35,794
Wisconsin	164	203	367	3,747	5,256	9,003	4	2	6	136	161	296	311	259	570	407	564	975	390	40,051	4,212	8,608
Minnesota	117	196	313	2,649	4,220	6,920	6	7	13	131	104	244	508	804	1,462	247	406	809	531	5,856	6,294	13,904
Iowa	236	346	582	5,411	8,411	14,172	38	59	97	270	472	751	385	384	767	627	1,166	1,960	781	11,063	13,129	20,067
Missouri	144	117	261	2,854	5,042	7,896	71	136	107	144	188	310	203	244	447	298	416	855	312	5,338	5,770	1,068
North Dakota	3	4	7	58	74	132	8	0	0	20	80	50	0	7	16	7	11	16	18	532	548	1,080
South Dakota	10	13	23	171	283	454	0	0	0	16	28	44	10	10	20	16	31	47	44	425	447	1,375
Nebraska	127	133	260	2,313	3,458	5,690	27	44	71	208	231	434	192	380	552	225	383	680	343	7,632	8,023	15,891
Kansas	140	135	271	2,713	4,238	6,909	90	114	204	176	231	407	209	393	685	201	294	746	320	8,059	9,409	18,068
Western Division:																						
Montana	8	17	25	191	288	479	3	2	5	32	46	78	11	12	23	12	17	33	18	1,843	2,240	4,083
Wyoming	2	3	5	41	59	100	6	10	16	2	0	0	0	0	0	9	9	18	16	0	0	0
Colorado	43	57	100	737	1,140	1,877	3	8	11	89	40	129	31	50	81	77	136	213	108	1,305	1,433	2,738
New Mexico				14	16	30	0	0	0	0	1	1	0	0	0	0	3	3	0	0	2	2
Arizona	3	2	5	23	44	67	0	0	0	0	0	0	0	10	19	6	12	18	7	132	128	260
Utah	4	3	7	57	89	146	0	0	0	0	0	0	0	0	0	0	8	8	0	0	0	0
Nevada	9	8	17	183	328	511	1	0	1	2	2	4	12	9	21	17	33	66	26	468	494	962
Idaho	7	4	11	113	113	226	5	4	9	7	6	13	5	3	8	8	8	16	9	277	294	671
Washington	17	27	44	427	618	1,045	0	0	0	9	6	15	17	7	24	23	20	43	9	1,347	1,484	2,831
Oregon	15	13	28	314	490	804	0	0	0	31	70	101	9	21	30	32	55	87	56	749	926	1,675
California	79	93	172	2,033	3,053	5,086	5	9	14	114	112	226	404	458	862	260	377	663	298	3,428	3,450	6,[illegible]

* In the total are included 1,671 students not classified in the two preceding columns

II.—Academies, preparatory schools

Table II, following the same plan as the one for public schools, is the summary
Of the 1,550 schools reported 529 are in the North Atlantic Division; 335 in the
Division; and 112 in the Western Division. Of the 7,903 instructors 2,988 are in the
Central Division; 1,060 in the South Atlantic Division and 525 in the Western Divis-
the North Central Division; 19,553 in the South Central Division; 15,847 in the
By comparing this table with Table I, t will be noticed that the proportion of
differs considerably from that of the public schools.

TABLE II.—*Summary of statistics of endowed academies,*

	States and Territories.	Number of schools.	Secondary instructors.			Students.					
						Secondary.			Colored (included in the preceding).		
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
1	United States	1,549	3,352	3,741	7,093	52,523	48,216	100,739	667	651	1,318
2	North Atlantic Division	528	1,420	1,568	2,988	21,408	17,177	38,585	32	12	44
3	South Atlantic Division	302	545	515	1,060	8,404	7,443	15,847	311	311	622
4	South Central Division	335	510	624	1,134	9,451	10,102	19,553	315	316	631
5	North Central Division	272	640	746	1,386	10,628	10,473	21,101	8	8	16
6	Western Division	112	237	288	525	2,632	3,021	5,653	0	6	6
	North Atlantic Division										
7	Maine	27	47	62	109	1,253	1,215	2,468	0	0	0
8	New Hampshire	24	78	51	129	1,293	694	1,987	9	3	12
9	Vermont	22	51	71	122	1,158	1,154	2,312	0	0	0
10	Massachusetts	79	202	266	468	2,851	2,577	5,428	14	3	17
11	Rhode Island	6	31	14	45	469	200	669	0	0	0
12	Connecticut	37	56	71	127	778	692	1,470	4	2	6
13	New York	177	491	539	1,030	5,633	5,610	11,243	0	3	3
14	New Jersey	55	174	169	343	2,477	1,412	3,889	1	0	1
15	Pennsylvania	101	290	325	615	5,496	3,623	9,119	4	1	5
	South Atlantic Division										
16	Delaware	4	10	9	19	147	153	300	0	0	0
17	Maryland	31	88	74	162	907	844	1,751	6	6	12
18	District of Columbia	11	40	37	77	378	377	755	0	0	0
19	Virginia	59	110	104	214	1,469	1,205	2,674	44	46	90
20	West Virginia	3	8	11	19	130	110	240	0	0	0
21	North Carolina	81	140	101	241	2,532	1,562	4,094	97	132	229
22	South Carolina	35	55	51	106	950	810	1,760	24	44	68
23	Georgia	68	82	110	192	1,804	2,188	3,992	117	68	185
24	Florida	10	12	18	30	81	194	275	23	21	44
	South Central Division										
25	Kentucky	46	58	17	155	998	1,048	2,046	0	0	0
26	Tennessee	93	138	133	271	2,840	2,320	5,160	52	47	99
27	Alabama	42	52	56	108	1,127	1,061	2,188	20	26	46
28	Mississippi	68	107	97	204	1,794	2,000	3,794	104	131	235
29	Louisiana	28	30	94	124	430	820	1,250	4	2	6
30	Texas	46	86	115	201	1,539	2,304	3,843	135	110	245
31	Arkansas	16	28	15	43	579	435	1,014	6	0	6
32	Indian Territory	6	9	9	18	144	114	258	0	0	0
	North Central Division										
33	Ohio	45	131	135	266	2,831	1,968	4,799	4	0	4
34	Indiana	15	23	48	71	300	533	833	2	1	3
35	Illinois	36	96	126	222	1,487	2,031	3,518	2	1	3
36	Michigan	16	27	47	74	384	747	1,131	0	0	0
37	Wisconsin	20	45	49	94	757	348	1,105	0	2	2
38	Minnesota	18	42	36	78	795	547	1,332	0	0	0
39	Iowa	30	61	53	114	1,200	950	2,150	0	0	0
40	Missouri	57	141	169	310	1,886	2,129	4,015	0	0	0
41	North Dakota	3	5	10	15	58	88	146	0	0	0
42	South Dakota	5	10	8	18	147	155	302	0	1	1
43	Nebraska	12	19	41	60	268	526	794	0	0	0
44	Kansas	15	37	27	64	525	451	976	1	1	2
	Western Division:										
45	Montana	6	2	15	17	41	120	161	0	1	1
46	Colorado	7	27	24	51	289	278	567	0	0	0
47	New Mexico	2	1	2	3	8	19	27	0	0	0
48	Utah	13	37	19	56	535	371	906	0	0	0
49	Nevada	1	1	3	4	0	38	38	0	0	0
50	Washington	15	24	34	58	274	490	764	0	1	1
51	Oregon	14	34	33	67	361	415	776	0	0	0
52	California	54	111	158	269	1,496	1,288	2,414	0	4	4

and private high schools.

of statistics for private secondary schools.
South Central Division; 302 in the South Atlantic Division; 273 in the North Cer
North Atlantic Division; 1,386 in the North Central Division; 1,134 in the So
ion. Of the 100,739 students 38,585 are in the North Atlantic Division; 21,10
South Atlantic Division, and 5,653 in the Western Division.
teachers and students in the private schools of the different sections of the Un

seminaries, and other private secondary schools for 1891–'92.

Students.						College preparatory students in the class that graduated in 1892.			Number of graduates in 1892.			Number of elementary pupils.			
Preparing for college.															
Classical.			Scientific.												
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
11,516	4,479	15,995	6,731	2,560	9,291	3,445	1,784	5,229	4,777	3,700	8,477	34,098	39,961	74,059	1
5,759	1,212	6,971	3,424	611	4,035	1,861	578	2,439	2,563	1,684	4,247	7,523	7,947	15,470	2
2,173	954	3,127	669	329	998	421	218	639	490	385	875	6,700	8,101	14,810	3
1,797	1,425	3,126	1,190	686	2,076	370	461	831	520	542	1,062	10,504	11,377	21,881	4
1,397	611	2,008	1,040	561	1,601	635	451	1,086	940	813	1,753	5,758	7,030	12,788	5
486	277	763	408	173	581	158	76	234	274	276	550	3,604	5,506	9,110	6
303	102	405	45	8	53	91	30	121	171	150	321	115	135	250	7
545	75	720	153	30	183	172	17	189	187	95	282	182	224	356	8
227	111	338	90	57	147	66	72	140	123	112	235	181	137	318	9
1,061	235	1,296	581	192	773	245	137	382	400	358	758	449	638	1,087	10
111	4	115	34	4	38	12	7	19	24	20	44	126	72	198	11
216	58	274	150	19	169	80	22	102	98	70	168	281	348	629	12
1,522	308	1,830	821	146	967	471	166	637	682	507	1,189	3,994	4,473	8,467	13
708	96	804	669	47	716	352	40	392	389	127	516	608	893	1,501	14
876	223	1,099	681	108	989	370	87	457	479	245	724	1,437	1,227	2,664	15
8	2	10	10	1	11	5	4	9	8	8	16	156	121	277	16
204	25	229	40	123	163	91	28	119	107	27	134	565	139	704	17
241	0	241	48	0	48	40	0	40	52	17	70	138	384	522	18
428	98	526	122	10	132	73	27	100	56	88	144	909	1,136	2,045	19
25	20	45	0	0	0	2	1	3	2	3	5	10	40	50	20
707	257	964	227	75	302	94	43	137	100	43	143	1,880	1,830	3,710	21
194	146	340	64	26	90	30	17	47	64	53	117	803	845	1,648	22
335	388	723	147	90	237	76	95	171	94	141	235	3,873	2,847	4,720	23
31	18	49	11	4	15	10	3	13	6	5	11	375	759	1,134	24
157	72	229	148	130	278	59	78	97	70	44	114	814	1,167	1,981	25
573	339	912	311	168	479	96	136	232	119	121	240	2,542	2,622	5,164	26
344	194	538	107	91	198	30	33	63	88	50	138	1,051	1,144	2,195	27
270	279	549	289	281	570	109	86	195	172	133	265	2,552	2,571	5,123	28
90	112	202	34	82	116	22	30	52	26	69	95	659	617	1,276	29
283	314	599	224	93	317	48	128	176	55	109	164	2,299	2,573	4,872	30
77	114	191	56	38	94	4	9	13	24	14	38	411	451	862	31
5	1	6	23	3	26	2	1	3	6	2	8	176	232	408	32
278	98	376	266	86	352	178	61	239	324	170	494	777	961	3,738	33
31	23	50	54	0	54	11	11	22	30	58	88	188	328	516	34
138	65	193	120	69	189	48	56	104	72	99	171	446	1,056	1,502	35
28	10	38	54	16	70	26	17	43	50	53	103	527	826	1,353	36
115	24	139	31	9	40	44	30	74	103	45	148	690	622	1,312	37
134	15	209	65	15	80	58	29	87	79	51	130	541	375	916	38
140	57	197	59	44	103	85	38	123	101	109	210	901	835	1,736	39
87	182	469	219	179	398	120	143	263	112	154	266	1,078	1,258	2,336	40
13	14	27	13	7	20	0	2	2	3	2	5	45	125	170	41
15	26	91	13	6	19	11	5	16	4	8	12	96	120	216	42
5	57	102	79	98	177	29	26	46	14	34	48	228	259	487	43
3	35	108	67	32	99	33	33	66	48	30	78	239	265	504	44
	5	7	3	12	15	0	2	2	0	3	3	95	205	300	45
	25	52	8	25	33	8	5	13	14	9	23	139	254	393	46
	0	1	0	0	0	0	2	2	0	1	1	42	80	122	47
	6	22	28	6	34	7	5	12	87	66	153	640	653	1,293	48
	0	0	0	0	0	0	6	6	0	0	0	0	52	52	49
	31	133	44	49	93	10	3	13	11	44	55	215	331	546	50
	20	67	61	48	109	30	5	35	27	31	58	492	541	1,033	51
	180	476	264	33	297	103	48	151	135	122	257	1,981	3,300	5,281	52

II.—Academies, preparatory schools

Table II, following the same plan as the one for public schools, is the summary
Of the 1,550 schools reported 529 are in the North Atlantic Division; 335 in the
Division; and 112 in the Western Division. Of the 7,903 instructors 2,988 are in the
Central Division; 1,060 in the South Atlantic Division and 525 in the Western Divis-
the North Centra Division; 19,553 in the South Central Division; 15,847 in the
By comparing this table with Table I, it will be noticed that the proportion of
differs considerably from that of the public schools.

TABLE II.—*Summary of statistics of endowed academies,*

	States and Territories.	Number of schools.	Secondary instructors.			Students.					
						Secondary.			Colored (included in the preceding).		
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
1	United States	1,549	3,362	3,741	7,093	52,523	48,216	100 739	667	651	1,318
2	North Atlantic Division	528	1,420	1 568	2,988	21 408	17 177	38 586	32	12	44
3	South Atlantic Division	302	545	515	1,060	8,404	7,443	15,847	311	311	622
4	South Central Division	335	510	624	1 134	9 451	10, 102	19.553	315	316	631
5	North Central Division	272	640	746	1, 386	10. 628	10. 473	21, 101	9	6	15
6	Western Division	112	237	288	525	2, 632	3. 021	5, 653	0	6	6
	North Atlantic Division										
7	Maine	27	47	62	109	1, 253	1, 215	2, 468	0	0	0
8	New Hampshire	24	78	51	129	1, 203	694	1 987	9	3	12
9	Vermont	22	51	71	122	1 158	1, 154	2 312	0	0	0
10	Massachusetts	79	202	266	468	2 851	2, 577	5. 428	14	3	17
11	Rhode Island	6	31	14	45	469	200	669	0	0	0
12	Connecticut	37	56	71	127	778	692	1, 470	4	2	6
13	New York	177	491	539	1, 030	5, 633	5. 610	11. 243	0	3	3
14	New Jersey	55	174	169	343	2 477	1, 412	3. 889	1	0	1
15	Pennsylvania	101	290	325	615	5 490	3, 629	9, 119	4	1	5
	South Atlantic Division:										
16	Delaware	4	10	9	19	147	153	300	0	0	0
17	Maryland	31	88	74	162	907	844	1, 751	6	0	6
18	District of Columbia	11	40	37	77	378	377	755	0	0	0
19	Virginia	59	110	104	214	1, 469	1, 205	2, 674	44	46	90
20	West Virginia	3	8	11	19	130	110	240	0	0	0
21	North Carolina	81	140	101	241	2, 532	1 562	4, 094	97	132	229
22	South Carolina	35	55	51	106	956	810	1, 766	24	44	68
23	Georgia	68	82	110	192	1 804	2, 188	3, 992	117	68	185
24	Florida	10	12	18	30	81	194	275	23	21	44
	South Central Division:										
25	Kentucky	46	58	17	155	998	1, 048	2, 046	0	0	0
26	Tennessee	83	138	133	271	2 840	2, 320	5, 160	52	47	99
27	Alabama	42	52	56	108	1 127	1 061	2. 188	20	26	46
28	Mississippi	66	107	97	204	1, 794	2, 000	3. 794	104	131	235
29	Louisiana	28	30	94	124	430	820	1, 250	4	2	6
30	Texas	46	86	115	201	1, 539	2. 304	3, 843	135	110	245
31	Arkansas	16	28	15	43	579	435	1, 014	0	0	0
32	Indian Territory	6	9	9	18	144	114	258	0	0	0
	North Central Division										
33	Ohio	45	131	135	266	2, 831	1, 908	4, 790	4	0	4
34	Indiana	15	24	48	71	300	533	833	2	1	3
35	Illinois	36	96	126	222	1, 487	2. 031	3, 518	2	1	3
36	Michigan	16	27	47	74	384	747	1, 131	0	0	0
37	Wisconsin	20	42	46	94	757	348	1, 105	0	2	2
38	Minnesota	18	42	36	78	785	547	1, 332	9	0	9
39	Iowa	30	61	53	114	1, 200	950	2, 150	0	0	0
40	Missouri	57	141	169	310	1, 886	2 129	4 015	0	0	0
41	North Dakota	3	5	10	15	58	88	146	0	0	0
42	South Dakota	5	10	8	18	147	155	302	0	1	1
43	Nebraska	12	19	41	60	268	526	794	0	0	0
44	Kansas	15	37	27	64	525	451	976	1	1	2
	Western Division:										
45	Montana	6	2	15	17	41	120	161	0	1	1
46	Colorado	7	27	24	51	289	278	567	0	0	0
47	New Mexico	2	1	2	3	8	19	27	0	0	0
48	Utah	13	37	19	56	533	373	906	11	0	11
49	Nevada	1	1	3	4	0	38	38	0	0	0
50	Washington	15	24	34	58	274	430	704	0	1	1
51	Oregon	14	34	33	67	361	415	776	0	0	0
52	California	54	111	158	269	1, 126	1 288	2, 414	0	4	4

and private high schools.

of statistics for private secondary schools.
South Central Division; 302 in the South Atlantic Division; 272 in the North Central
North Atlantic Division; 1,386 in the North Central Division; 1,134 in the South
ion. Of the 100,739 students 38,585 are in the North Atlantic Division; 21,101 in
South Atlantic Division, and 5,653 in the Western Division.
teachers and students in the private schools of the different sections of the Union

seminaries, and other private secondary schools for 1891–'92.

Students.						College preparatory students in the class that graduated in 1892.			Number of graduates in 1892			Number of elementary pupils.			
Preparing for college.															
Classical.			Scientific												
Male.	Female.	Total	Male.	Female.	Total.	Male.	Female	Total.	Male	Female.	Total.	Male	Female.	Total	
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
11, 516	4, 479	15, 995	6, 731	2 560	9, 291	3, 445	1, 784	5, 229	4, 777	3, 700	8, 477	34, 098	39 961	74 059	1
5, 739	1, 212	6, 971	3, 424	611	4, 035	1, 861	578	2, 439	2, 553	1, 684	4 237	7 523	7, 947	15, 470	2
2, 173	954	3, 127	669	329	998	421	218	639	490	385	875	8 709	8, 101	14 810	3
1, 791	1 425	3, 126	1, 190	886	2 076	370	461	831	520	542	1 062	10 504	11 377	21 881	4
1, 397	611	2 008	1, 040	561	1 601	635	451	1, 086	949	813	1 762	5 758	7, 030	12, 788	5
486	277	763	408	173	581	158	76	234	274	276	550	3, 604	5, 506	9, 110	6
303	102	405	45	8	53	91	30	121	171	150	321	115	135	250	7
645	75	720	153	30	183	172	17	189	187	95	282	132	224	356	8
227	111	338	90	57	147	68	72	140	123	112	235	181	137	318	9
1 061	235	1, 296	581	192	773	245	137	382	400	358	758	449	638	1, 087	10
111	4	115	34	4	38	12	7	19	24	20	44	126	72	198	11
216	58	274	150	19	169	80	22	102	98	70	168	281	348	629	12
1, 522	308	1, 830	821	146	967	478	166	637	682	507	1 189	3, 094	4, 473	8 467	13
798	96	894	669	47	716	352	40	392	389	127	516	808	693	1 501	14
876	223	1, 099	881	108	989	370	87	457	479	245	724	1, 437	1, 227	2 664	15
8	2	10	10	1	11	5	4	9	8	8	16	150	121	277	16
204	25	229	40	123	163	91	28	119	107	27	134	565	139	704	17
241	3	244	48	0	48	40	0	40	53	17	70	138	384	522	18
428	98	526	122	10	132	73	27	100	56	88	144	909	1, 136	2, 045	19
25	20	45	0	0	0	2	1	3	2	3	5	10	40	50	20
707	257	964	227	75	302	94	43	137	109	43	143	1, 880	1, 830	3, 710	21
194	146	340	64	26	90	30	17	47	64	53	117	803	845	1, 648	22
335	388	723	147	90	237	76	95	171	94	141	235	3, 873	2, 847	4, 720	23
31	18	49	11	4	15	10	3	13	6	5	11	375	759	1, 134	24
157	72	229	146	130	276	59	38	97	70	44	114	814	1, 167	1, 981	25
573	339	912	811	168	479	96	136	232	119	122	240	2, 542	2, 622	5, 164	26
244	194	438	107	91	198	30	33	63	88	50	138	1 051	1 144	2, 195	27
270	279	549	289	281	570	109	86	195	132	133	265	2 552	2 571	5, 123	28
90	112	202	34	82	116	22	30	52	26	69	95	650	617	1, 276	29
265	314	599	224	93	317	48	128	176	55	109	164	2, 290	2, 573	4, 872	30
77	114	191	56	38	94	4	9	13	24	14	38	411	451	862	31
5	1	6	23	3	26	2	1	3	6	2	8	176	232	408	32
288	98	376	266	86	352	178	61	239	324	170	494	777	961	1, 738	33
31	28	59	54	0	54	11	11	22	30	58	88	188	328	516	34
128	65	193	120	69	189	49	56	105	72	99	171	446	1, 056	1, 502	35
28	10	38	54	16	70	26	17	43	60	53	103	527	828	1, 355	36
115	24	139	31	9	40	44	30	74	103	45	148	690	622	1, 312	37
194	15	209	65	15	80	58	29	87	79	51	130	543	375	918	38
140	57	197	59	44	103	85	38	123	101	109	210	901	835	1, 736	39
287	182	469	219	179	398	120	143	263	112	154	266	1, 078	1 258	2, 336	40
13	14	27	13	7	20	0	2	2	3	2	5	45	125	170	41
65	26	91	13	6	19	11	5	16	4	8	12	96	120	216	42
45	57	102	79	98	177	20	28	48	14	34	48	228	259	487	43
73	35	108	67	32	99	33	33	66	48	30	78	239	265	504	44
2	5	7	3	12	15	0	2	2	0	3	3	95	295	390	45
27	25	52	8	25	33	8	5	13	14	9	23	136	254	393	46
1	0	1	0	0	0	0	2	2	0	1	1	42	80	122	47
16	6	22	28	6	34	7	5	12	87	66	153	640	653	1 293	48
0	0	0	0	0	0	0	0	0	0	0	0	0	52	52	49
107	31	138	44	49	93	10	2	12	11	44	55	215	331	546	50
37	30	67	61	48	109	20	5	25	27	31	58	492	541	1, 033	51
256	180	476	284	33	297	103	48	151	135	122	257	1, 981	3, 300	5, 281	52

Additional tables and diagrams illustrating the status of secondary instruction.

Besides the general summaries given in the foregoing tables, several subsidiary tables and diagrams have been prepared to show more clearly the comparison between public and private secondary schools.

DIAGRAM 1.—*Comparison of public high schools and private academies, seminaries, etc. Number and percentage of schools, instructors, students, graduates, etc. 1891–'92.*

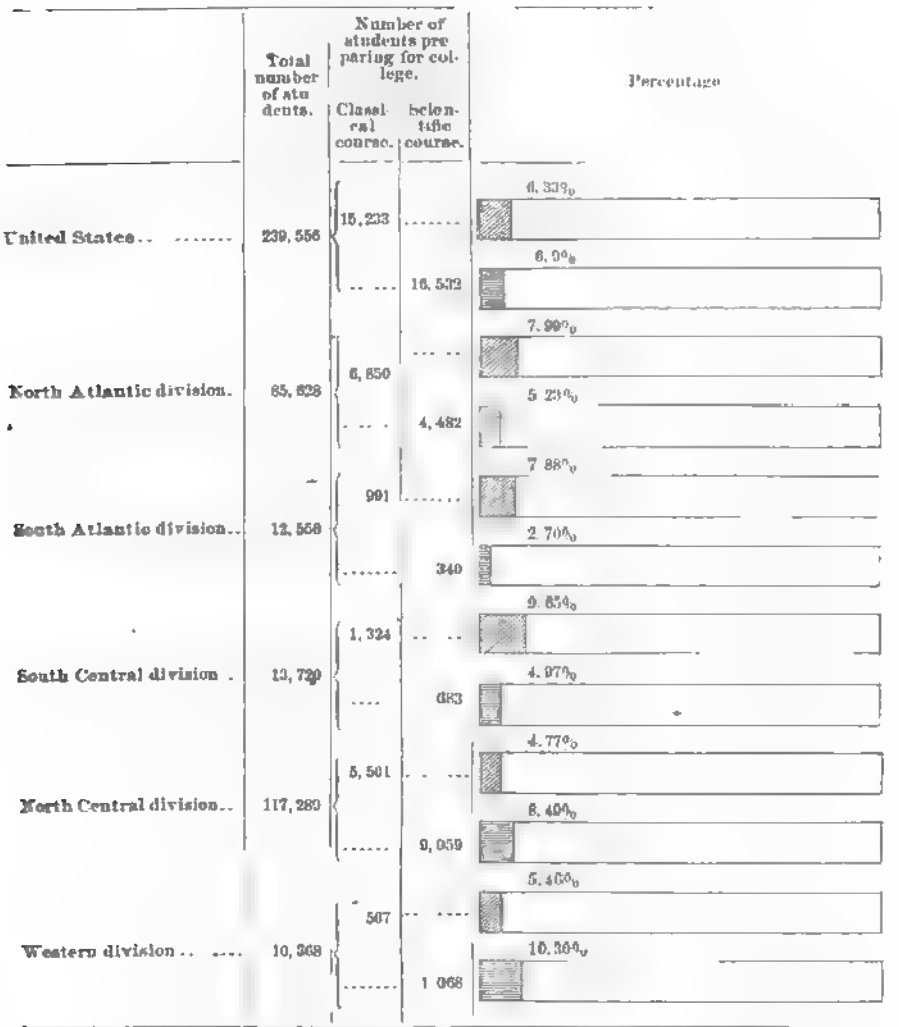
	Public high schools.	Private academies, etc.	Total.	Per cent of whole number. Public schools.	Private schools.
Schools	3,035	1,550	4,585	66.17	33.83
Instructors	9,564	7,093	16,657	57.41	42.59
Students	239,556	100,739	340,295	70.39	29.61
Preparing for college:					
Classical course	15,233	15,995	31,228	48.78	51.22
Scientific course	16,532	9,291	26,823	61.63	38.37
In graduating class, both courses	9,246	5,229	14,475	63.87	36.13
Graduates	28,499	8,477	36,976	77.07	22.93

Diagram 1 shows the relation of both classes of schools as to their number, number of instructors, number of students, also number of students preparing for college in both courses, the number in the graduating class, and the number of graduates for the year. It is seen that, so far as reported, the public high schools are over 66 per cent of the whole number, and have over 57 per cent of the instructors and 70 per cent of the students, in each of these a slight gain over the past year. Of those preparing for college, in the classical course 48.78 per cent are in the public and 51.22 per cent in the private high schools, while in the scientific course the public high schools have 61.63 per cent and the private high schools 38.37 per cent. Of those preparing for college, in the graduating class both courses, almost 64 per cent are in the public schools. Of the total number of graduates 77 per cent are in the public high schools, leaving about 23 per cent in the private high schools.

The number and percentage of the students in both classes of schools preparing for college are given in diagram 2, Parts I and II, classified by geographical divisions and for both classical and scientific courses, showing the proportion of each to the whole number of students in the schools, and by comparison the relative number in each class of schools.

DIAGRAM 2, PART I.—*Number of students preparing for college and proportion to whole number of students in the schools.*

A.—PUBLIC HIGH SCHOOLS.



Part I of the above diagram shows that over 12 per cent of the students reported in the public high schools are preparing for college, and they are almost equally divided between the classical and scientific courses. The larger percentage of students in the classical course in the public high schools is found in the North Atlantic South Atlantic, and South Central Divisions, the largest proportion being in the South Central Division, while in the North Central and Western Divisions the numbers in the scientific course are almost double those in the classical course; that is, in public secondary schools the older-settled parts of the country show comparatively the

greater proportion of classical students and the newer portions the larger number in the scientific course.

By examining Part II of the diagram it will be found that in the private academies, seminaries, etc., over 25 per cent are preparing for college, nearly 16 per cent in the classical course, and over 9 per cent in the scientific course.

DIAGRAM 2.—PART II.—*Number of students preparing for college, and proportion to whole number of students in the schools.*

B.—PRIVATE ACADEMIES, SEMINARIES, ETC.

	Total number of students.	Number of students preparing for college.		Percentage.
		Classical course.	Scientific course.	
United States	100,739	15,995	9,291	15.87% / 9.22%
North Atlantic Division	38,585	6,971	4,035	18.06% / 10.46%
South Atlantic Division	15,847	3,127	998	19.85% / 6.29%
South Central Division	19,553	3,126	2,076	15.98% / 15.73%
North Central Division	21,101	2,008	1,601	9.51% / 7.58%
Western Division	5,653	763	581	13.50% / 10.27%

In each of the geographical divisions the classical course has the larger percentage of students in this class of schools. The largest proportion, nearly 20 per cent of the whole number, is found in the South Atlantic Division, the North Atlantic Division having 18 per cent, the South Central Division nearly 16 per cent, the Western Division nearly 13½ per cent, and the North Central Division the lowest, 9½ per cent. In the scientific course the South Central Division has the largest proportion, nearly 16 per cent of the whole number of students, the North Atlantic Division nearly 10½ per cent, the Western Division over 10 per cent, the North Central Division 7½ per cent, and the South Atlantic Division having the lowest proportion, a little more than 6 per cent. It will be noticed that in the South Central and Western Divisions the percentage of students in each course is about the same, that is, nearly 16 per cent in the South Central Division and nearly 11 per cent in the Western Division.

An examination of the figures connected with this same diagram shows that of the 25,286 students in the private schools, in both courses, preparing for college, 11,006, or over 43 per cent, are found in the North Atlantic Division, while of the 31,765 students preparing for college in the public high schools in the country 15,460, or 48⅔ per cent, are in the North Central Division alone, the North Atlantic States having the largest percentage of college preparatory students in the private academies and the Northwestern States the largest proportionate number in the public high schools.

GRADUATES.

Another interesting fact is the proportion of students in these schools who complete a certain prescribed course of study and graduate. This number includes a part of those preparing for college, and also quite a large proportion who do not pursue a higher course in college.

The following diagram (3) gives the number of graduates in each class of schools, together with proportion of each to the whole number:

DIAGRAM 3.—*Number of graduates in 1892, with proportion in each class of schools.*

	Public high schools.	Private academies, etc.	Percentage. Public.	Private.
United States	28,490	8,477	77.7%	22.3%
North Atlantic Division	10,836	4,237	71.89%	28.11%
South Atlantic Division	996	875	53.23%	46.77%
South Central Division	1,215	1,062	53.4%	46.6%
North Central Division	14,282	1,753	87.97%	12.03%
Western Division	1,170	550	68.02%	31.98%

In the year 1892 there were reported, as shown in the diagram, in the United States, a total number of 36,976 graduates, of whom 28,499, or 77.7 per cent, were from the public high schools, and 8,477, or 22.3 per cent, from the private academies, etc.

Of the 28,499 graduates from the public high schools 14,182, or a little over one-half, came from the North Central Division, while of the 8,477 graduates from the private institutions the North Atlantic Division furnished 4,237, or nearly one-half of the whole number. The proportion of graduates in each class of schools to the other, in the several divisions, varies considerably. In every division the public high schools have the larger percentage, the largest being nearly 88 per cent in the North Central Division, about 72 per cent in the North Atlantic Division, 68 per cent in the Western Division, and 53 per cent in both the South Central and South Atlantic Divisions. In the private academies, etc., the largest proportion, nearly 48 per cent, is found in the South Atlantic Division, and nearly the same in the South Central Division; about 32 per cent in the Western Division, 28 per cent in the North Atlantic Division, and the lowest, 12 per cent, in the North Central Division.

It is interesting to note, in this connection, the proportion of graduates to the total number of students in each class of schools in the different geographical divisions, and to exhibit this proportion the following diagram (4) has been prepared:

DIAGRAM 4.—*Proportion of graduates to total number of students in each class of schools.*

[A. Public high schools. B. Private academies, seminaries, etc.]

		Total students.	Total graduates.	
United States.....	A. Public.	239,556	28,499	11.48%.
	B. Private.	100,739	8,477	8.41%.
North Atlantic Division.	A. Public.	85,628	10,836	12.65%.
	B. Private.	38,585	4,237	10.9%.
South Atlantic Division.	A. Public.	12,556	996	7.91%.
	B. Private.	15,847	875	5.52%.
South Central Division.	A. Public.	13,720	1,215	8.85%.
	B. Private.	19,553	1,062	5.43%.
North Central Division.	A. Public.	117,261	14,282	12.09%.
	B. Private.	21,101	1,753	8.30%.
Western Division....	A. Public.	10,391	1,170	11.26%.
	B. Private.	5,653	550	9.73%.

The above diagram shows that the public high schools graduated nearly 11½ per cent of the total number in attendance during the year, and the private academies nearly 8½ per cent. In the North Atlantic Division the highest ratio of graduates is found in both the public high schools and in the private academies, the ratio being 12.65 per cent in the public and 10.9 per cent in the private schools.

The North Central Division graduated over 12 per cent of the attendance in the public schools and over 8 per cent in the private schools. In the Western Division, over 11 per cent in the public schools and almost 10 per cent in the private schools graduated. In the South Central Division the percentage is 8.85 per cent in the public schools and 5.43 in the private schools, while in the South Atlantic Division almost 8 per cent in the public schools graduated and over 5½ per cent in the private academies.

It is, of course, evident that these figures and percentages alone do not necessarily show the grade of the schools in the different sections of the country, because the standards required for graduation vary somewhat in the different classes of schools. If uniformity in courses of study should be adopted for secondary schools, then the percentage of students completing the course in any school or class of schools would become a more significant fact for comparison.

STUDIES PURSUED IN SECONDARY SCHOOLS.

In order to show the condition of the schools, as indicated by the studies pursued in them, the following summaries have been prepared. Table III, following, gives the number of students pursuing the principal studies in the public high schools in the country considered as a whole, and geographical divisions, and also by States and Territories:

TABLE III.—*Number of students in each branch of study in public high schools.*

States and Territories.	Latin			Greek			French.			German		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	36,684	57,060	93,144	4,610	2,787	7,397	4,619	8,404	12,423	9,114	15,873	24,990
North Atlantic Division	11,367	18,721	32,028	3,093	1,875	4,968	3,348	5,656	9,004	3,332	5,887	9,219
South Atlantic Division	2,551	4,393	6,946	315	84	399	130	677	807	400	691	1,091
South Central Division	2,769	3,802	6,571	189	34	223	9	310	319	473	473	946
North Central Division	15,838	27,092	43,810	847	672	1,519	491	1,560	2,051	4,503	8,100	12,783
Western Division	1,617	2,182	3,799	166	122	288	41	201	242	315	692	947
North Atlantic Division												
Maine	1,092	1,585	2,677	381	206	587	159	395	554	13	51	64
New Hampshire	582	777	1,359	100	89	189	136	257	393	4	8	12
Vermont	328	454	782	74	51	125	54	111	165	33	45	78
Massachusetts	4,332	6,211	10,543	1,058	838	1,896	2,208	3,553	5,761	588	1,259	1,847
Rhode Island	428	562	990	125	67	192	98	147	245	15	39	54
Connecticut	936	1,307	2,243	273	109	382	149	273	422	282	526	780
New York	3,287	4,077	7,364	765	423	1,188	369	722	1,091	1,441	2,288	3,729
New Jersey	469	856	1,325	97	61	158	42	103	145	354	618	972
Pennsylvania	1,853	2,892	4,745	220	41	261	33	95	128	622	1,053	1,675
South Atlantic Division:												
Delaware	39	244	283	0	0	0	0	0	0	0	0	0
Maryland	333	406	739	34	25	59	37	48	85	70	91	161
District of Columbia	373	594	967	26	16	42	0	0	0	151	429	580
Virginia	543	1,053	1,596	8	3	11	40	119	159	132	115	247
West Virginia	26	37	63	0	0	0	0	0	0	20	29	49
North Carolina	177	256	433	0	0	0	5	7	12	3	4	7
South Carolina	131	179	310	9	2	11	0	0	0	2	1	3
Georgia	727	1,330	2,057	211	27	238	7	436	443	9	22	31
Florida	204	248	452	27	11	38	41	67	108	13	0	13
South Central Division:												
Kentucky	632	865	1,497	103	8	111	2	10	18	304	174	478
Tennessee	405	637	1,042	4	0	4	0	0	0	23	60	83
Alabama	212	261	473	45	1	46	3	39	42	15	21	36
Mississippi	220	245	465	19	16	35	0	35	35	0	0	0
Louisiana	305	330	635	0	0	0	0	178	178	0	0	0
Texas	804	1,216	2,020	18	9	27	4	42	46	123	192	315
Arkansas	171	248	419	0	0	0	0	0	0	8	26	34
Oklahoma												
Indian Territory	20	0	20	0	0	0	0	0	0	0	0	0
North Central Division:												
Ohio	4,103	6,696	10,799	281	206	487	64	222	286	973	1,541	2,514
Indiana	1,622	2,755	4,377	7	10	17	0	0	0	313	515	828
Illinois	2,623	5,447	8,070	192	155	347	120	632	752	731	1,833	2,564
Michigan	1,236	2,169	3,405	94	93	187	74	174	248	649	1,212	1,861
Wisconsin	720	1,205	1,931	35	34	69	17	27	44	475	657	1,132
Minnesota	1,357	1,960	3,317	105	61	166	165	265	430	414	717	1,131
Iowa	1,461	2,708	4,169	20	9	29	5	31	36	376	702	1,078
Missouri	998	2,212	3,210	68	54	122	34	192	226	196	383	579
North Dakota	51	67	118	0	0	0	0	0	0	0	3	3
South Dakota	48	80	128	0	0	0	0	0	0	2	10	12
Nebraska	699	1,165	1,864	28	31	59	0	0	0	207	256	463
Kansas	914	1,528	2,442	17	19	36	5	17	22	257	363	620
Western Division:												
Montana	68	104	172	3	0	3	0	1	1	36	37	73
Wyoming	14	20	34	0	0	0	0	0	0	0	0	0
Colorado	251	457	808	51	22	73	22	89	111	124	329	453
New Mexico	4	6	10	0	0	0	0	0	0	0	1	1
Arizona	8	20	28	0	0	0	0	0	0	0	0	0
Utah	16	22	38	0	0	0	1	6	7	5	5	10
Nevada	6	15	21	0	0	0	0	0	0	3	5	8
Idaho	9	11	20	0	0	0	0	0	0	0	0	0
Washington	91	135	226	2	1	3	0	0	0	18	48	66
Oregon	96	90	186	0	0	0	0	0	0	55	98	153
California	984	1,302	2,286	110	90	200	18	105	123	74	109	183

TABLE III.—*Number of students in each branch of study in public high schools*—Cont'd.

States and Territories.	Algebra			Geometry			Trigonometry.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	14	15	16	17	18	19	20	21	22
United States	46,517	70,719	117,236	21,878	34,937	56,815	2,443	3,237	5,680
North Atlantic Division	14,549	22,287	36,836	7,867	11,844	19,711	605	493	1,098
South Atlantic Division	2,960	4,556	7,456	1,203	2,092	3,295	239	220	459
South Central Division	3,718	5,142	8,860	1,579	2,709	4,288	334	519	853
North Central Division	22,848	35,225	58,073	9,748	16,178	25,926	1,147	1,859	3,006
Western Division	2,502	3,509	6,011	1,481	2,114	3,595	118	156	274
North Atlantic Division.									
Maine	337	1,582	1,919	677	816	1,493	2	0	2
New Hampshire	420	553	973	234	324	558	17	3	20
Vermont	425	497	922	194	209	403	3	0	3
Massachusetts	3,886	4,757	8,643	2,219	2,868	5,087	53	41	94
Rhode Island	420	426	846	193	254	447	52	0	52
Connecticut	1,032	1,176	2,208	361	484	845	64	9	73
New York	4,121	5,797	9,918	2,193	2,787	4,980	241	208	449
New Jersey	1,021	1,775	2,796	445	860	1,305	49	100	149
Pennsylvania	2,887	5,724	8,611	1,351	3,242	4,593	124	122	246
South Atlantic Division									
Delaware	117	150	267	82	63	145	20	3	23
Maryland	416	611	1,027	290	446	736	44	18	62
District of Columbia	282	466	748	105	273	378	46	[illegible]	56
Virginia	621	880	1,501	181	293	474	30	67	97
West Virginia	156	312	468	47	77	124	6	14	20
North Carolina	144	219	363	65	75	140	0	0	0
South Carolina	123	303	426	15	127	142	0	0	0
Georgia	792	1,348	2,140	804	690	924	77	84	161
Florida	240	267	516	114	118	232	16	24	40
South Central Division									
Kentucky	753	983	1,736	264	440	704	68	175	243
Tennessee	466	736	1,202	227	373	600	23	44	67
Alabama	270	359	629	94	232	326	37	85	122
Mississippi	313	348	661	102	147	249	6	25	31
Louisiana	169	363	532	96	249	345	83	7	90
Texas	1,398	1,904	3,302	660	1,028	1,688	96	137	233
Arkansas	329	219	778	130	240	370	21	[illegible]	67
Oklahoma	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Indian Territory	20	0	20	6	0	6	0	0	0
North Central Division.									
Ohio	5,432	7,741	13,173	2,450	3,902	6,352	392	541	933
Indiana	2,618	3,008	5,086	846	1,357	2,203	62	108	170
Illinois	3,905	5,038	9,033	1,487	3,090	4,577	361	851	1,212
Michigan	2,375	3,603	5,978	862	1,327	2,189	56	28	84
Wisconsin	1,354	1,963	3,317	589	889	1,478	42	16	58
Minnesota	1,507	2,295	1,802	722	993	1,715	33	2	35
Iowa	2,542	3,977	6,519	1,086	1,815	2,901	80	137	217
Missouri	1,550	2,858	4,408	567	1,086	1,653	76	109	185
North Dakota	37	48	85	9	26	35	0	0	0
South Dakota	62	158	220	41	61	102	6	8	14
Nebraska	1,140	1,704	2,844	480	750	1,230	10	30	40
Kansas	1,436	2,172	3,608	609	882	1,491	29	29	58
Western Division									
Montana	71	97	168	23	37	60	7	9	16
Wyoming	25	31	56	8	19	27	0	0	0
Colorado	391	542	933	193	283	476	30	23	53
New Mexico	9	13	22	0	3	3	0	0	0
Arizona	18	32	50	11	13	24	0	0	0
Utah	51	63	114	10	5	15	2	0	2
Nevada	115	261	376	42	112	154	1	0	1
Idaho	51	61	112	25	34	60	0	0	0
Washington	324	373	697	92	126	218	0	0	0
Oregon	180	333	513	60	105	165	4	[illegible]	20
California	1,267	1,703	2,970	1,017	1,377	2,394	74	108	182

TABLE III.—*Number of students in each branch of study in public high schools*—Cont'd.

States and Territories.	Physics.			Chemistry.			General history.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	23	24	25	26	27	28	29	30	31
United States	21,756	32,630	54,686	9,322	15,064	24,386	27,067	46,539	74,206
North Atlantic Division	7,041	10,205	17,246	3,413	5,577	8,990	9,327	17,186	26,513
South Atlantic Division	1,485	2,430	3,915	597	1,153	1,750	2,087	3,257	5,344
South Central Division	1,954	2,674	4,628	735	1,096	1,831	2,166	3,453	5,619
North Central Division	10,314	16,101	26,415	4,002	6,423	10,425	12,142	19,838	31,980
Western Division	962	1,520	2,482	575	815	1,410	1,945	2,805	4,750
North Atlantic Division:									
Maine	700	835	1,535	275	422	697	754	1,064	1,818
New Hampshire	231	257	488	124	131	255	278	408	686
Vermont	162	187	349	92	112	204	210	297	507
Massachusetts	2,014	2,623	4,637	1,263	1,775	3,038	3,406	5,150	8,556
Rhode Island	214	275	489	81	120	210	102	426	618
Connecticut	274	443	717	161	315	476	529	882	1,411
New York	1,769	2,005	3,774	830	894	1,724	2,165	3,961	6,126
New Jersey	456	770	1,226	152	251	403	492	1,080	1,572
Pennsylvania	1,221	2,810	4,031	435	1,548	1,983	1,301	3,918	5,219
South Atlantic Division									
Delaware	90	79	169	38	30	66	225	31	256
Maryland	265	353	618	17	36	53	223	343	566
District of Columbia	114	246	360	78	121	199	434	818	1,252
Virginia	261	383	644	82	171	253	370	610	980
West Virginia	98	143	241	36	65	101	57	85	142
North Carolina	113	134	247	25	43	68	162	254	416
South Carolina	19	251	270	13	30	43	50	312	362
Georgia	390	675	1,065	248	551	799	351	567	918
Florida	135	166	301	62	86	148	215	237	452
South Central Division:									
Kentucky	355	409	764	140	200	340	280	571	851
Tennessee	154	217	371	71	127	198	311	576	887
Alabama	118	209	327	137	148	285	183	309	492
Mississippi	184	247	431	20	43	63	123	157	280
Louisiana	97	171	268	104	168	272	224	231	455
Texas	809	1,147	1,947	202	323	525	931	1,469	2,400
Arkansas	212	274	486	47	87	134	100	140	240
Oklahoma									
Indian Territory	34	0	34	14	0	14	14	0	14
North Central Division:									
Ohio	2,038	3,668	5,706	907	1,460	2,367	2,490	3,841	6,331
Indiana	919	1,465	2,324	381	586	969	951	1,688	2,639
Illinois	1,902	2,988	4,890	723	1,371	2,094	1,075	3,806	5,781
Michigan	1,063	1,449	2,512	512	652	1,164	1,425	2,056	3,481
Wisconsin	715	886	1,601	173	207	380	649	1,049	1,698
Minnesota	565	717	1,282	263	309	572	644	1,018	1,662
Iowa	1,162	1,801	2,963	350	654	1,004	1,546	2,387	3,933
Missouri	682	1,228	1,890	285	580	865	791	1,424	2,215
North Dakota	12	12	24	5	12	17	7	21	28
South Dakota	43	90	133	14	21	35	45	66	111
Nebraska	549	816	1,365	248	397	645	701	1,165	1,866
Kansas	684	1,041	1,725	139	174	313	918	1,317	2,235
Western Division:									
Montana	68	68	136	7	5	12	82	103	185
Wyoming	6	17	23	6	1	7	9	12	21
Colorado	174	276	450	55	127	182	473	734	1,207
New Mexico	0	3	3	0	0	0	8	7	15
Arizona	9	12	21	0	0	0	3	10	13
Utah	9	10	19	0	0	0	20	49	78
Nevada	87	185	272	29	79	108	42	84	126
Idaho	42	42	84		3	7	37	45	82
Washington	53	76	129	12	12	24	86	115	201
Oregon	61	101	162	28	74	102	101	169	270
California	453	730	1,183	434	534	968	1,075	1,477	2,552

The above summary shows that in the public high schools there were 93,144 students in Latin, and of this number 43,830, or over 47 per cent, were in the North Central Division; 32,028, or over one-third, in the North Atlantic Division; 6,916 in the South Atlantic Division; 6,571 in the South Central Division; and 3,799 in the Western Division. Of the 7,397 in Greek, 4,968, or over two-thirds, were in the North Atlantic Division; 1,519 in the North Central Division and but a small proportion in the other three divisions. Of the 12,423 in French, the North Atlantic Division had 9,004, almost three-fourths of all, the North Central Division having 2,051. Of the 24,966 in German, one-half were in the North Central Division and 9,219 in the North

Atlantic Division. In algebra the number of students is much greater, being 117,236, of whom nearly one-half were in the North Central Division. In geometry and trigonometry the numbers are much less, but the larger proportion in geometry being in the North Central Division. There were only 54,686 students in physics and 24,386 in chemistry. In general history there were 74,206 students, the larger number being in the North Central Division.

In Table IV below, the same statistics are given for the private academies, etc., arranged in the same way for comparison with the public high schools.

TABLE IV.—*Number of students in each branch of study in private secondary schools.*

States and Territories.	Latin.			Greek.			French.			German.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	22,269	16,623	38,892	7,248	1,295	8,543	6,103	10,718	16,821	7,778	6,741	14,519
North Atlantic Division	9,906	6,731	16,637	4,257	660	4,917	4,137	5,470	9,607	4,021	3,437	7,458
South Atlantic Division	4,244	3,170	7,414	897	113	1,010	943	1,806	2,749	834	682	1,516
South Central Division	3,348	3,074	6,422	668	105	863	420	1,103	1,523	396	597	993
North Central Division	3,697	2,910	6,827	1,159	291	1,450	421	1,571	1,992	2,259	1,577	3,836
Western Division	874	718	1,592	267	36	303	182	708	950	268	448	716
North Atlantic Division:												
Maine	461	383	847	217	78	295	78	134	212	15	33	48
New Hampshire	559	330	889	512	44	556	291	149	440	123	72	195
Vermont	395	349	744	157	49	206	80	177	257	52	88	140
Massachusetts	1,450	1,188	2,638	840	178	1,018	865	969	1,834	407	564	1,031
Rhode Island	235	112	347	68	2	70	140	62	202	8	21	29
Connecticut	414	434	848	95	41	136	70	240	310	120	154	274
New York	2,771	1,954	4,725	1,165	147	1,312	1,568	2,283	3,851	1,671	1,253	2,924
New Jersey	1,326	577	1,903	618	42	660	490	613	1,009	689	396	965
Pennsylvania	2,295	1,401	3,696	585	79	664	549	943	1,492	996	856	1,852
South Atlantic Division												
Delaware	90	108	204	18	2	20	62	75	137	28	24	52
Maryland	569	425	994	128	14	142	165	318	483	357	283	640
District of Columbia	106	97	203	90	2	92	61	242	303	12	57	69
Virginia	883	529	1,412	157	25	182	288	393	681	242	156	398
West Virginia	36	8	44	11	5	16	0	2	2	7	3	10
North Carolina	1,201	587	1,788	221	20	241	119	165	284	83	49	132
South Carolina	484	275	759	81	1	82	196	226	422	56	68	124
Georgia	618	1,106	1,924	176	32	208	52	376	428	31	25	56
Florida	51	35	86	15	12	27	0	9	9	18	17	35
South Central Division												
Kentucky	419	386	805	88	27	115	35	120	155	72	97	169
Tennessee	1,150	751	1,910	324	51	375	41	196	237	73	142	215
Alabama	458	336	794	81	40	121	48	104	152	37	23	60
Mississippi	489	636	1,118	56	16	72	21	60	81	17	49	66
Louisiana	152	159	311	13	4	17	236	421	657	17	53	70
Texas	457	595	1,052	68	35	104	33	201	234	161	204	365
Arkansas	198	200	398	33	20	53	3	1	4	15	27	42
Oklahoma												
Indian Territory	22	12	34	4	2	6	3	0	3	4	2	6
North Central Division:												
Ohio	1,108	614	1,722	335	67	402	92	272	364	681	308	989
Indiana	129	288	417	5	17	22	3	108	100	27	66	93
Illinois	348	393	741	115	44	159	30	457	487	122	272	394
Michigan	127	149	276	25	14	39	63	119	182	102	69	171
Wisconsin	522	119	641	257	3	260	133	36	169	535	114	649
Minnesota	242	107	349	40	19	59	14	32	46	127	80	207
Iowa	353	206	559	129	24	153	5	34	39	199	122	321
Missouri	700	696	1,402	156	47	203	66	371	437	340	290	630
North Dakota	15	15	30	2	1	3	4	10	14	0	12	12
South Dakota	88	32	120	22	14	36	0	7	7	37	37	74
Nebraska	96	173	269	19	36	55	0	91	91	38	138	176
Kansas	163	138	301	45	14	59	14	34	47	51	63	114
Western Division												
Montana	4	10	14	0	0	0	0	13	13	1	7	8
Wyoming												
Colorado	142	60	202	87	2	89	20	28	48	13	31	44
New Mexico	8	7	15	1	0	1	0	4	4	0	4	4
Arizona												
Utah	81	65	146	20	0	20	12	14	26	52	51	103
Nevada	0	38	38	0	4	4	0	20	20	0	5	5
Idaho												
Washington	159	106	265	29	4	43	17	81	98	24	57	80
Oregon	143	133	276	29	6	35	33	44	77	93	87	180
California	438	299	737	91	20	111	100	564	664	46	236	282

TABLE IV.—*Number of students in each branch of study in private secondary schools*—Continued.

States and Territories.	Algebra.			Geometry.			Trigonometry.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	14	15	16	17	18	19	20	21	22
United States	25,097	19,802	44,899	11,854	7,956	19,810	2,705	1,700	4,405
North Atlantic Division	10,205	6,292	16,497	5,454	3,037	8,491	902	317	1,219
South Atlantic Division	4,511	3,713	8,224	1,856	1,174	3,030	399	245	644
South Central Division	4,908	5,096	10,004	2,004	1,919	3,923	705	648	1,353
North Central Division	4,391	3,625	8,016	2,003	1,390	3,393	596	498	1,004
Western Division	1,082	1,076	2,158	537	436	973	103	82	185
North Atlantic Division:									
Maine	573	555	1,128	315	242	557	15	7	22
New Hampshire	714	294	1,008	266	128	394	34	18	52
Vermont	349	351	700	174	167	341	27	5	32
Massachusetts	1,447	851	2,298	866	529	1,395	138	82	220
Rhode Island	245	97	342	145	36	181	13	0	13
Connecticut	381	401	732	201	150	351	23	1	24
New York	2,774	1,816	4,590	1,622	950	2,572	258	131	389
New Jersey	1,466	496	1,962	739	201	940	223	18	241
Pennsylvania	2,306	1,431	3,737	1,126	634	1,760	171	55	226
South Atlantic Division:									
Delaware	90	72	162	24	30	54	3	0	3
Maryland	574	459	1,033	368	168	536	70	17	87
District of Columbia	172	177	349	131	63	194	0	13	13
Virginia	897	612	1,509	440	170	610	164	68	232
West Virginia	26	16	42	11	3	14	2	0	2
North Carolina	1,213	669	1,872	290	139	429	51	33	84
South Carolina	450	356	806	128	100	228	17	2	19
Georgia	1,053	1,295	2,348	447	484	931	90	108	198
Florida	36	57	93	17	17	34	2	4	6
South Central Division:									
Kentucky	657	503	1,160	306	181	487	165	46	211
Tennessee	1,306	1,146	2,452	429	384	813	199	204	403
Alabama	660	644	1,304	278	231	509	72	71	143
Mississippi	826	893	1,719	320	276	596	110	104	214
Louisiana	256	402	658	114	136	250	29	57	86
Texas	902	1,239	2,141	488	625	1,113	88	132	220
Arkansas	226	210	436	65	83	148	40	34	74
Oklahoma									
Indian Territory	75	59	134	4	3	7	2	0	2
North Central Division:									
Ohio	1,281	730	2,011	546	266	812	252	88	340
Indiana	117	148	265	41	73	114	16	31	47
Illinois	466	563	1,029	175	195	370	22	60	82
Michigan	166	234	400	62	98	160	11	35	46
Wisconsin	345	115	460	266	45	311	91	9	100
Minnesota	174	124	298	84	46	130	10	2	12
Iowa	475	386	861	269	167	436	34	11	45
Missouri	1,005	944	1,949	389	329	718	117	126	243
North Dakota	24	30	54	11	5	16	5	4	9
South Dakota	53	52	105	40	23	63	9	2	11
Nebraska	86	151	237	46	85	131	13	32	45
Kansas	199	148	347	74	58	132	16	8	24
Western Division:									
Montana	19	54	73	0	6	6	0	0	0
Wyoming									
Colorado	115	90	205	38	29	67	13	1	14
New Mexico	3	7	10	0	1	1	0	3	3
Arizona									
Utah	108	108	216	64	67	131	23	3	26
Nevada	0	25	25	0	13	13	0	7	7
Idaho									
Washington	117	99	216	53	46	99	20	22	42
Oregon	190	139	329	61	48	109	8	8	16
California	530	554	1,084	321	226	547	39	38	77

TABLE IV.—*Number of students in each branch of study in private secondary schools*—Continued.

States and Territories.	Physics.			Chemistry			General history.		
	Male.	Female.	Total.	Male	Female.	Total	Male	Female.	Total.
1	23	24	25	26	27	28	29	30	31
United States	10,601	9,715	20,316	5,155	4,754	9,909	15,479	16,981	32,460
North Atlantic Division....	4,199	3,107	7,306	2,332	1,545	3,877	6,034	6,351	12,385
South Atlantic Division . .	1,630	1,400	3,030	630	728	1,358	3,134	2,638	5,772
South Central Division. ..	2,337	2,887	5,224	730	1,272	2,002	2,625	3,570	6,195
North Central Division....	2,003	1,726	3,729	1,196	929	2,125	2,797	3,168	5,965
Western Division	432	595	1,027	267	280	547	889	1,255	2,144
North Atlantic Division...									
Maine	262	216	478	144	144	288	267	269	536
New Hampshire... ..	295	118	413	157	61	218	299	137	436
Vermont.	190	142	332	105	92	197	188	193	380
Massachusetts	554	452	1,006	311	327	638	817	934	1,751
Rhode Island	56	69	125	21	18	39	197	98	295
Connecticut.	90	118	208	65	72	137	212	383	595
New York	1,206	1,138	2,404	826	457	1,283	2,074	2,337	4,411
New Jersey	512	202	714	248	113	361	689	545	1,234
Pennsylvania	974	652	1,626	455	261	716	1,291	1,456	2,747
South Atlantic Division									
Delaware	22	17	39	29	30	59	19	33	52
Maryland	290	159	449	145	65	210	430	361	791
District of Columbia .	73	110	183	23	74	97	215	265	480
Virginia ...	432	272	704	153	116	269	564	367	931
West Virginia..	8	2	10	5	10	15	8	20	28
North Carolina	411	330	741	127	132	259	812	492	1,304
South Carolina ..	131	142	273	23	63	86	441	299	740
Georgia	237	357	614	114	234	348	638	755	1,393
Florida	6	11	17	11	4	15	7	46	53
South Central Division.									
Kentucky	204	201	405	110	144	254	403	504	907
Tennessee ..	423	482	905	92	201	293	508	683	1,191
Alabama.	241	216	457	156	141	297	564	459	1,023
Mississippi	714	717	1,431	125	137	262	393	496	889
Louisiana.	152	388	540	68	298	366	243	555	798
Texas..	505	775	1,280	144	317	461	398	711	1,109
Arkansas	89	101	190	30	28	58	90	117	207
Oklahoma	..	..	..	..	..	.....	...	...	...
Indian Territory	0	7	16	5	6	11	26	45	71
North Central Division									
Ohio	536	279	815	541	185	726	550	538	1,008
Indiana	83	91	174	26	37	63	89	150	248
Illinois	215	262	477	62	184	246	396	532	928
Michigan	84	139	223	59	93	152	91	226	317
Wisconsin	246	71	317	118	18	136	414	152	566
Minnesota	69	47	116	29	4	33	147	83	230
Iowa	109	127	236	73	61	134	307	229	536
Missouri	390	473	863	211	253	464	579	819	1,398
North Dakota	19	12	31	9	7	16	18	24	42
South Dakota.... . .	35	26	61	7	0	7	51	50	101
Nebraska	38	120	158	19	52	71	54	270	324
Kansas	89	79	168	42	35	77	101	86	187
Western Division									
Montana	0	22	22	0	2	2	15	43	58
Wyoming	....	.....	....	.....	. .	. .	. .	.....	.....
Colorado	24	12	36	87	20	107	129	46	175
New Mexico . .	0	3	3	0	1	1	1	6	7
Arizona.	. .	.....	.....	.....	.. .	.. .	. .	.....	.....
Utah	57	36	93	43	19	62	150	115	265
Nevada	0	12	12	0	7	7	0	12	12
Idaho	..	..	.....	..	..	..	..	..	.....
Washington	44	58	102	14	34	48	109	170	279
Oregon	71	92	163	31	23	54	92	106	198
California.	240	360	600	93	174	266	393	757	1,150

From this table it is seen that of the 38,892 students in Latin in the private academies and seminaries, etc., 16,637 were in the North Atlantic Division, the South Atlantic Division having the next highest number 7,414, the North Central Division having only a few less, and the South Central Division about 1,000 less. Of the 8,543 in Greek 4,317 were in the North Atlantic Division. Of the 16,821 in French 9,607 were in the North Atlantic Division and 2,749 in the South Atlantic Division. Of the 14,519 in German the North Atlantic Division had a little over one-half and the North Central Division 3,836. Of the 44,899 in algebra 16,497 were in the North Atlantic

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Division, 10,004 in the South Central Division, and over 8,000 each in the South Atlantic and North Central divisions. In geometry the number is only 19,810, with a large proportion in the North Atlantic Division. In trigonometry the number of students was only 4,405, the South Central Division having the largest number, 1,353. The other studies are nearly in the same proportion among the geographical divisions.

To show the relative importance of the studies pursued in these schools in the United States diagram 5 has been prepared. This gives the number of students in each study and the percentage of these in each study to the whole number of students in each class of schools. The arrangement of the diagram is made so as to show the comparison between the public and private schools and indicates their relation to each other in each study.

DIAGRAM 5.—*Number and percentage of students pursuing certain studies to whole number of students in the schools.*

A. Public high schools. Whole number of students, 239,556.

B. Private academies, seminaries, etc. Whole number of students, 100,739.

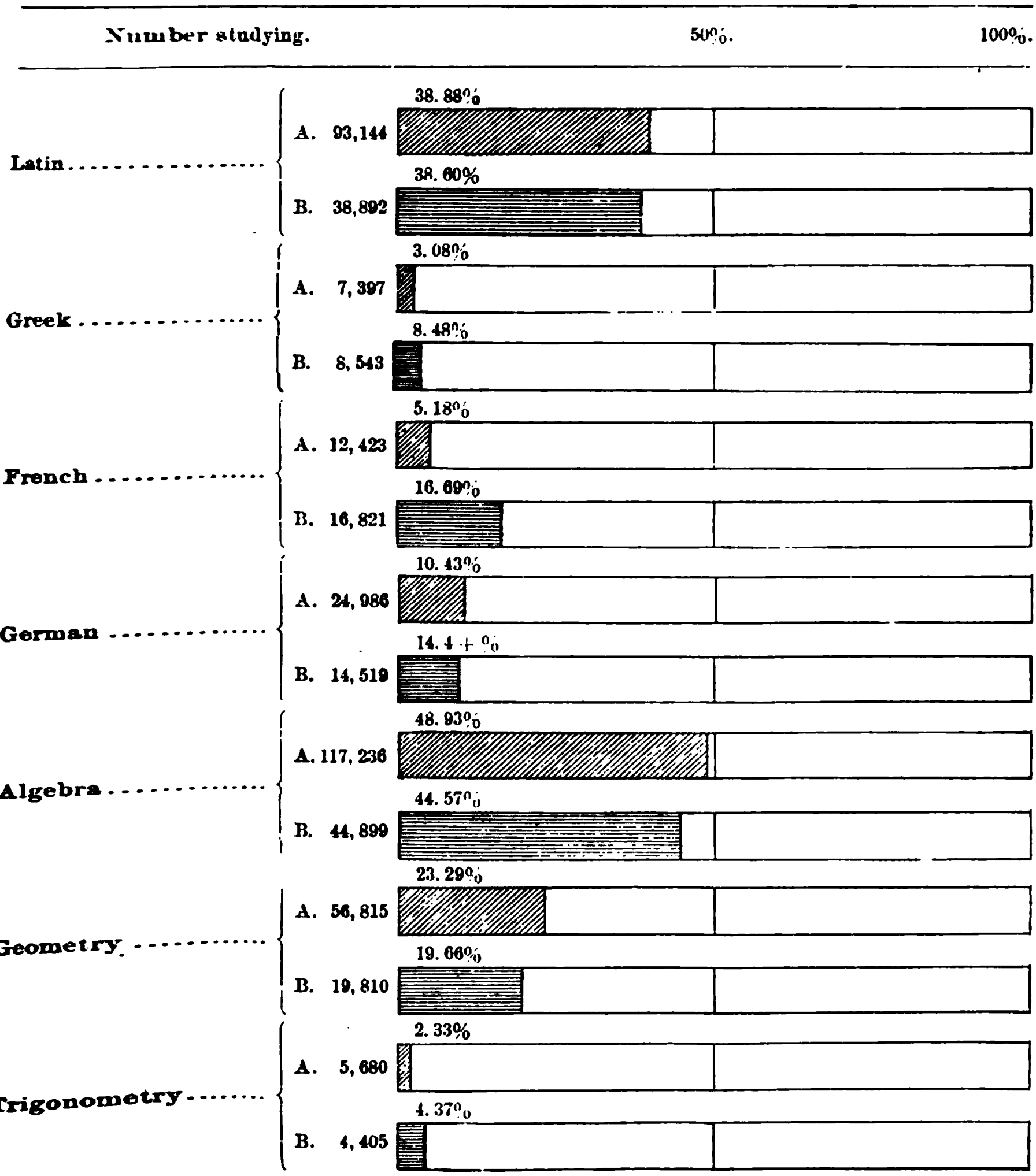
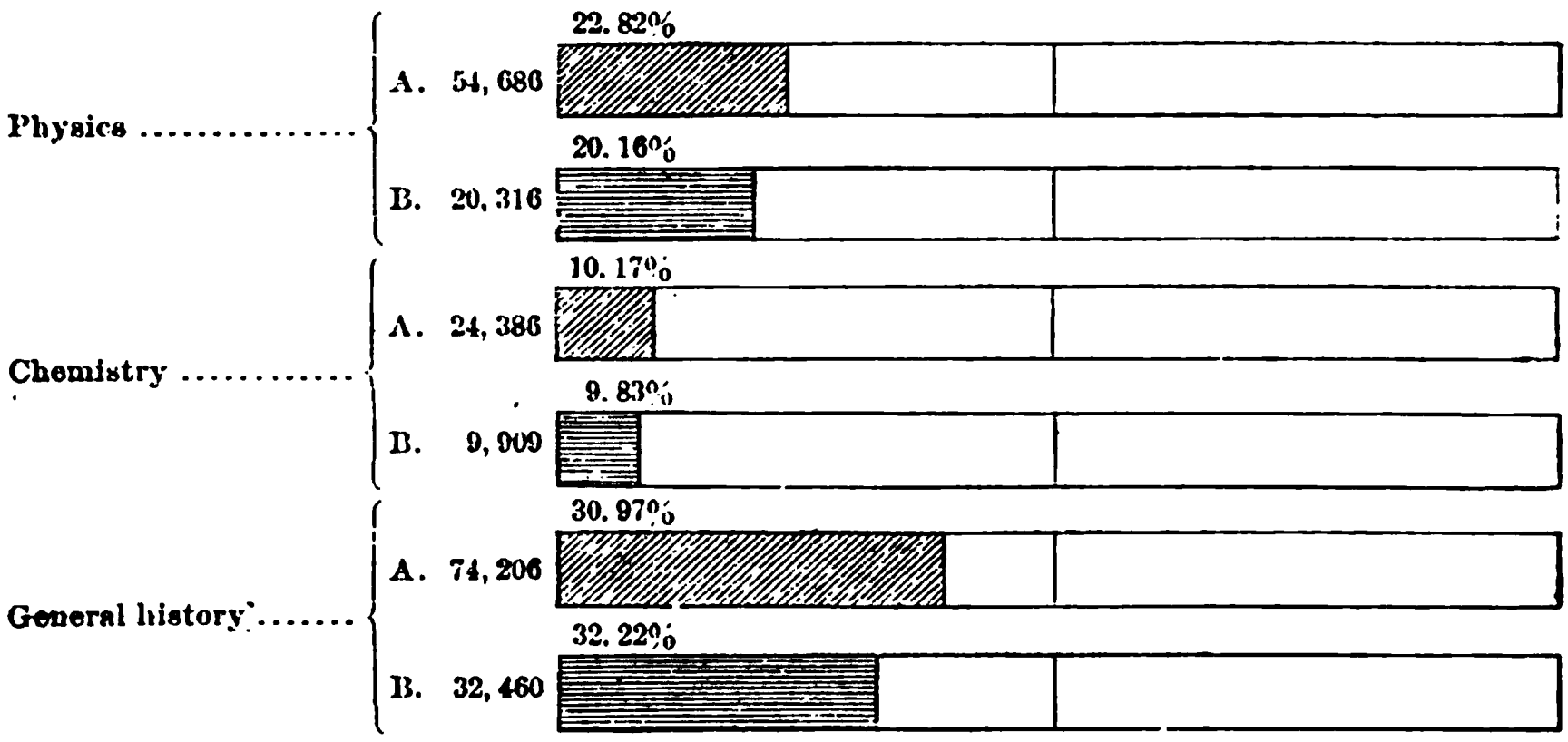


DIAGRAM 5.—*Number and percentage of students pursuing certain studies to whole number of students in the schools*—Continued.

A. Public high schools. Whole number of students, 239,556.

B. Private academies, seminaries, etc. Whole number of students, 100,739.



It is interesting to note in the above diagram the large proportion of those studying Latin and that it is so nearly alike in both the public and private schools, being nearly 39 per cent of the total number. Only 3 per cent of those in the public schools study Greek, while in the private schools the proportion is nearly three times as great. But a little more than 5 per cent study French in the public schools, while the private schools have three times as many in the same study. The students of German in the public schools are about 10½ per cent; in the private schools, 14 per cent. In algebra the public schools have nearly 49 per cent of all their students; the private schools, over 44½ per cent. In geometry the proportions are 23.71 per cent in the public schools and nearly 20 per cent in the private schools. Students of trigonometry are only a little more than 2½ per cent in the public schools and 4½ per cent in the private schools. In physics the proportion is about 23 per cent in the public schools and 20 per cent in the private schools. In chemistry the number is about the same in each, nearly 10 per cent, and in general history the students in the public schools are about 31 per cent and in the private schools a trifle over 32 per cent.

In order to show the status of secondary schools in regard to the number of students pursuing the principal studies in such schools, the following table (V) has been prepared, which gives the number and percentage of students in ten different studies, comparing public and private schools together. The table gives first the whole country, then by geographical divisions, and lastly the detailed figures and percentages for each State and Territory, and in every case for each study separately.

This table makes it possible to see at a glance the condition of the schools in any section or State in regard to any study or class of studies, as classics, modern languages, mathematics, or physics, etc., and to see how the two classes of schools compare with each other in regard to studies, or rather in regard to the number pursuing certain studies.

TABLE V.—*Percentage of students pursuing certain studies to the whole number of secondary students in the secondary schools.*

[A, Public high schools; B, Private academies, seminaries, etc.]

1		Whole number of students	Latin.		Greek.		French.		German.		Algebra.		Geometry.		Trigonometry.		Physics.		Chemistry.		General history.	
			Number.	Per centage	Number.	Per-centage.	Number.	Per cent. age.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
United States	A.	239,558	93,144	38.88	7,397	3.08	12,423	5.18	24,986	10.43	117,226	48.93	56,816	23.71	5,680	2.37	54,666	22.83	24,396	10.17	74,206	30.97
	B	100,739	34,882	34.60	8,542	8.48	16,621	16.60	14,519	14.4+	44,899	44.57	19,810	19.66	4,405	4.37	20,316	20.16	9,909	9.83	32,460	32.23
North Atlantic Division	A.	80,928	32,328	37.40	4,993	5.80	9,004	10.51	9,219	10.76	38,836	43.01	18,711	23.01	1,098	1.27	17,240	21.30	8,080	10.49	26,513	33.13
	B	38,585	16,637	43.12	4,917	12.72	9,607	24.63	7,458	19.4—	16,497	42.75	8,491	23+	1,219	3.15	7,306	18.93	3,877	10+	12,365	32.09
South Atlantic Division	A	12,556	6,016	55.08	390	3.17	807	6.43	1,091	8.69	7,456	59.38	3,296	20.24	459	3.65	3,915	31.18	1,730	13.77	5,344	42.56
	B	15,847	7,414	46.78	1,010	6.37	2,749	11.04	1,516	9.25	8,226	51.9—	3,030	19.12	644	4+	3,030	19.12	1,358	8.57	5,772	36.42
South Central Division	A.	4,720	2,571	54.87	223	1.63	319	2.25	946	6.89	8,880	64.57	4,288	31.25	853	6.2+	4,628	33.73	1,831	13.34	5,619	40.95
	B	19,553	6,422	32.84	863	4.41	1,523	7.78	993	5.07+	10,004	51.16	3,923	20+	1,353	6.9+	5,224	26.71	2,002	10.24	6,195	31.68
North Central Division	A	117,280	41,830	37.34	1,519	1.29	2,051	1.74	12,783	10.89	56,073	49.51	25,926	22.10	3,006	2.56	26,415	22.52	10,425	9.74	31,960	27.28
	B	41,101	6,827	32.35	1,450	6.87	1,992	9.44	3,896	18.18	8,016	37.9+	3,393	16.08	1,004	4.76	3,729	17.67	2,125	10+	5,865	28.27
Western Division	A	10,391	1,709	16.05	288	2.67	242	2.33	947	9.13	6,011	58+	3,595	34.60	274	2.64	2,482	22.88	1,410	13.6+	4,750	45.83
	B	5,653	1,592	28.16	303	5.36	950	16.8+	716	12.66	2,156	38.17	973	17.21	185	3.27	1,027	18.16	547	9.67	2,144	37.74
Maine	A	6,636	2,677	40.22	587	8.82+	654	8.32+	64	.8+	1,919	28.83	1,493	22.43	2	.03	1,535	23.06	697	10.47	1,818	27.31+
	B	2,468	847	34.32	295	11.95+	212	8.59	48	1.94+	1,128	45.7+	557	22.57+	22	.89	478	19.37	289	11.67	536	21.71+
New Hampshire	A	2,461	1,130	45.4+	189	7.68—	393	15.96+	12	.49+	973	39.53	558	22.67	20	.81+	486	19.75	255	10.32	686	27.87+
	B	1,987	868	44.21	556	27.98	440	22.14+	195	9.81+	1,008	50.72	394	19.83+	52	2.61	413	20.78	218	10.97	438	21.94+
Vermont	A	2,179	783	35.9	125	5.73	165	7.57	76	3.54	922	23.12	403	23.13	3	.14	349	16	204	9.36	507	23.26
	B	2,312	744	32.18	209	8.91	257	32.18	140	6.05+	700	30.27	341	14.75	32	1.38	332	14.36	197	8.52	380	16.43
Massachusetts	A	20,994	7,548	36+	1,896	9+	5,861	27.92	1,847	8.82	8,643	41.31	5,087	24.28	94	.45	4,657	22.14	3,038	14.5	8,556	40.85
	B	5,429	2,038	48.6	1,018	18.75	1,834	33.78	1,031	18.99	2,298	42.33	1,395	25.7	220	4.05	1,006	18.53	638	11.75+	1,751	32.26
Rhode Island	A	1,807	930	51.72+	192	10.61+	245	13.54	54	2.98	845	46.76	447	24.7	52	2.87	489	27.03	210	11.6	618	34.16
	B	66	347	51.87	70	10.46+	202	30.19+	29	4.33	342	51.12	181	27+	13	1.9	125	18.82	39	5.83	226	44.09
Connecticut	A	4,505	2,203	47.11	382	8.32+	422	9.19	789	17.16+	2,208	48.09	845	18.36	73	1.59	717	15.62	476	10.36	1,411	30.73
	B	1,470	838	57+	130	9.25	310	21.08	274	18.63+	732	49.12	351	23.9	23	1.63	208	14.15	137	9.32	595	40.47
New York	A	20,029	7,904	37.65+	1,188	4.46	1,091	4.09	3,729	14+	9,918	37.24	4,980	18.7+	449	1.68	3,774	14.17	1,724	6.47	6,120	23+
	B	11,249	4,725	42	1,312	11.67—	3,851	34.23	2,924	26+	4,590	40.82	2,572	22.87	389	3.46	2,404	21.38	1,293	11.41	4,411	39.23
New Jersey	A	6,317	1,325	20.97+	158	2.5+	145	2.29+	972	10.61	2,796	44.1	1,305	20.66	149	2.35	1,220	19.4	403	6.38	1,572	24.88
	B	3,885	1,903	48.9+	600	16.17	1,608	25.94	965	24.81+	1,962	50.45—	940	24.17	241	6.19	714	18.18	361	9.28	1,234	31.73
Pennsylvania	A	14,088	4,745	33.68+	261	1.85	125	.9	1,675	11.88+	8,611	61.12	4,503	32.51	240	1.74	4,031	28.61	1,903	14.07	5,219	37.04
	B	9,119	1,681	19.41	664	7.28	1,402	16.36	1,852	20.3	3,737	40.98	1,760	19.3	220	2.36	1,626	17.82	715	7.85	2,747	30.12
Delaware	A.	877	283	32.27	9	....	0	....	0	....	267	30.44	145	16.53	23	2.62	169	19.27	66	7.53	256	29.19
	B.	300	204	68	20	6.6	137	45.6	52	5.93	162	54	54	18	3	1	59	19.6	59	19.6	52	14
Maryland	A.	1,461	739	50.47	59	4.03	85	5.8+	161	10.99	1,027	70.15	736	50.35	62	4.23	618	42.21	53	3.62	606	38.06
	B.	1,751	994	56.77	142	8.1+	483	27.58	640	36.53	1,033	58.99	538	30.61	87	4.39	449	22.64	210	11.99	791	45.17
Dist. of Columbia	A.	1,708	967	56.64	42	2.87	0	.....	580	27.62	748	43.03	378	21.73	56	3.22	389	30.71	199	11.45	1,252	72.03
	B.	755	503	26.89	93	12.18	303	40.13	69	9.14	348	46.23	194	25.69	13	1.72	183	24.24	97	12.84	480	63.57

TABLE V.—*Percentage of students pursuing certain studies to the whole number of secondary students in the secondary schools*—Continued.

1		Whole number of students.	Latin.		Greek.		French.		German.		Algebra.		Geometry.		Trigonometry		Physics.		Chemistry.		General history.	
			Number.	Per centage.	Number.	Per centage.	Number	Per centage.	Number.	Per centage.	Number.	Per centage.	Number.	Per centage.	Number.	Per centage.	Number.	Per centage.	Number.	Per centage.	Number.	Per centage.
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Virginia	A	2,150	1,606	74.7-	11	.51	159	7.39	247	11.49	1,501	69.81	474	22.05	97	4.52	644	29.95	253	11.2+	980	45.49
	B	2,674	1,412	52.8+	182	6.8+	681	25.47	398	14.5+	1,509	56.43	610	23.19	232	8.67	704	26.32	269	10.06	931	34.82
West Virginia	A	474	63	13.29	0	.....	0	.....	49	10.34	408	86.73	124	26.16	20	4.22	241	50.84	101	21.3+	142	29.95
	B	240	44	18.33	16	6.6	2	.83	10	4.16	42	17.5	14	5.83	2	.83	10	4.17—	15	6.25	28	11.6
North Carolina	A	630	433	68.73	0	.....	12	1.9+	7	1.1	363	56.62	140	22.2	0	.....	247	39.2+	68	10.79	416	66+
	B	4,934	1,788	43.67	241	5.89	284	6.94—	132	3.2—	1,872	45.73	429	10.48	84	2.04	741	18.1—	259	6.32	1,304	31.85
South Carolina	A	1,486	310	20.86	11	.74	0	.....	3	.2+	426	28.67	142	9.56	0	.....	270	18.17	43	2.9+	362	24.36
	B	1,780	759	24.98	82	4.64	422	23.89	124	7+	806	45.64	228	12.91	19	1.07	273	15.46	88	4.87	740	41.9
Georgia	A	2,830	2,053	72.9—	238	8.4+	443	15.65	31	1.09+	2,140	75.62	924	32.65	161	5.68	1,065	37.63	799	28.23	918	32.43
	B	3,992	1,924	48.19	208	5.21	428	10.72	56	1.4+	2,348	58.82	931	23.32	198	4.96	614	15.63	348	8.72	1,393	34.89
Florida	A	907	452	49.83	38	4.19—	106	11.9+	13	1.43	516	56.89	232	25.57	40	4.41	301	33.07	148	16.32	452	49.83
	B	275	86	31.27	27	9.8+	9	3.27	35	12.7	93	33.82	34	12.36	6	2.18	17	6.18	15	5.4	53	19.27
Kentucky	A	2,718	1,497	55.08	111	4.08	18	.66	478	17.18	1,736	63.87	704	25.9+	243	8.94	764	28.1+	340	12.5+	851	31.3+
	B	2,046	805	39.34	115	5.62	155	7.53	109	8.26	1,160	56.74	487	23.08	211	10.31	405	19.79	254	12.42	907	44.33
Tennessee	A	2,041	1,042	51.05	4	.19+	0	.....	83	4.07	1,202	58.89	600	29.39	67	3.28	371	18.18	198	9.7+	887	43.46
	B	5,160	1,910	37.02	375	7.27	237	4.59	215	14.17	2,452	47.52	813	15.76	403	7.81	905	17.54	293	5.68	1,191	23.08
Alabama	A	977	473	48.41	46	4.7+	42	4.4+	38	3.88	629	64.38	326	33.36	122	12.49	327	33.47	285	29.17	492	50.26
	B	2,168	794	37.2+	121	5.53	152	6.94	60	2.74	1,304	59.59	509	23.26	143	6.53	457	20.88	297	13.57	1,023	46.75
Mississippi	A	1,181	465	39.37	35	2.96	35	2.12	0	.....	661	55.96	249	20.99	31	2.62	431	36.4+	63	5.33	280	23.7+
	B	3,794	1,118	29.47	72	1.89	81	2.16	66	1.74	1,719	45.3+	596	15.7+	214	5.64	1,431	37.72	262	6.9+	889	23.43
Louisiana	A	999	635	63.56	0	.....	178	17.81	0	.....	532	53.25	345	34.53	90	9+	268	26.83	272	27.23	455	45.54
	B	1,250	311	24.88	17	1.36	657	52.56	70	5.6	658	52.64	250	20	86	6.88	540	43.2+	360	29.28	786	63.84
Texas	A	4,486	2,030	45.03	27	.6+	46	1.03	315	7+	3,302	73.6+	1,698	37.63	233	5.19	1,947	43.38	525	11.7+	2,400	53.5
	B	3,843	1,052	27.37	104	2.7+	234	6.09	365	9.5—	2,141	55.71	1,113	28.96	220	5.73	1,280	33.3+	461	11.99	1,106	28.85
Arkansas	A	1,264	419	33.14	0	.....	0	.....	34	2.68	778	61.55	370	29.27	67	5.3+	486	38.44	134	10.6+	240	18.99
	B	1,014	396	39.25	53	5.23	4	.39+	42	4.14	436	43-	148	14.59	74	7.29	190	18.64	58	5.72	207	20.41
Indian Territory	A	54	20	37	0	.....	0	.....	0	.....	20	38.8	6	11.1	0	.....	34	62.96	14	25.92	14	25.92
	B	258	34	13.18	6	2.32	3	1.16	6	2.33	134	51.93	7	2.71	2	.77	16	6.2+	11	4.26	71	27.5+
Ohio	A	22,425	10,709	48.16	487	2.17	286	1.28	2,514	11.21	13,173	58.74	6,353	28.33	933	4.16	5,706	25.44	2,367	10.55	6,331	28.23
	B	4,799	1,722	35.88	402	8.38	364	7.58	989	20.6+	2,011	41.9+	812	16.92	340	7.08	815	16.98	726	15.13	1,068	22.67
Indiana	A	9,162	4,377	47.77	17	.18	0	.....	826	9+	5,085	55.5+	2,203	24.06	170	1.86	2,324	25.37	969	10.58	2,639	28.8+
	B	833	417	50.06	22	2.64	109	13+	93	11.16	265	31.81	114	13.69	47	5.64	174	20.89	63	7.56	248	29.77
Illinois	A	19,840	8,070	40.67	347	1.75	758	3.77	2,544	12.92	9,033	45.53	4,577	23.07	1,212	6.05	4,890	24.65	2,094	10.55	5,781	29.14
	B	3,518	741	21.06	159	4.52	497	13.84	394	11.2—	1,029	29.25	370	10.51	82	2.33	477	13.55	246	6.99	928	26.38
Michigan	A	14,549	3,405	23.4+	167	1.28	248	1.7+	1,861	13.1+	5,978	41.08	2,189	15.05	84	.58	2,512	17.27	1,164	8+	3,481	23.72
	B	1,131	276	24.4+	39	3.45	182	16.09	171	15.1+	400	35.37	160	14.15	45	4.07	223	19.71	152	13.45	317	28+
Wisconsin	A	9,003	1,931	21.44	69	.77	44	.49	1,132	12.57	3,317	36.84	1,478	16.42	58	.64	1,801	17.78	380	4.22	1,826	18.98
	B	1,109	641	58	366	33.83	169	15.29	649	58.78	460	41.63	311	28.14	109	9+	317	28.69	138	12.8+	566	51.22

Minnesota	A	6,929	3,317	47.87	166	2.4	430	6.2+	1,131	16.32	3,802	54.87	1,715	24.75	85	.56	1,283	18.35	572	8.24	1,662	23.99
	B	1,332	349	26.2+	59	4.43	46	3.45	207	15.54	298	22.45	130	9.76	12	.9	116	8.7+	33	2.48	230	17.99
Iowa	A	14,172	4,169	29.43	29	.2+	36	.25	1,078	7.6+	6,519	45.99	2,901	20.47	217	1.53	2,903	20.9+	1,004	7.08	3,933	27.75
	B	2,150	559	26	153	7.13	39	1.81	321	14.93	861	40+	436	20.28	45	2.19	326	15.11	134	6.23	536	24.93
Missouri	A	7,896	3,210	40.65	122	1.55	226	2.86	579	7.33	4,408	55.83	1,653	20.93	185	2.34	1,890	23.95	805	10.95	2,215	28+
	B	4,015	1,402	34.92	203	5.56	437	10.88	636	15.84	1,949	48.54	718	17.88	243	6	863	21.49	464	11.56	1,398	34.82
North Dakota	A	132	118	89.4—	0	.....	0	.....	3	2.27	85	64.4—	35	26.51	0	.....	24	18.18	17	12.88	28	21.21
	B	146	30	20.55	8	2+	14	9.59	12	8.22	54	37	16	10.95	9	6.16	31	21.23	16	10.96	42	29.45
South Dakota	A	464	128	27.59	0	.....	0	.....	12	2.58	220	47.41	102	21.98	14	3	133	28.66	35	7.54	111	23.92
	B	302	120	39.74	36	11.92	7	2.32	74	24.5+	105	34.77	63	20.86	11	3.64	61	20.19	7	2.32	101	33.44
Nebraska	A	5,690	1,864	32.76	59	1+	0	.....	463	8.14	2,844	49.98	1,230	21.62	40	.7+	1,365	23.99	645	11.33	1,866	32.70
	B	704	269	33.88	55	6.91	91	11.46	176	22.16	237	29.85	131	16.5—	45	5.67	158	19.9—	71	8.94	324	40.8+
Kansas	A	6,999	2,442	34.75	36	.51	23	.33	620	8.82	3,608	51.34	1,491	21.22	58	.83	1,725	24.55	313	4.45	2,235	31.80
	B	976	301	30.84	59	6+	47	4.82	114	11.68	347	35.55	132	13.52	24	2.47	168	17.21	77	7.89	187	19.16
Montana	A	479	172	35.9+	3	.63	1	.2+	73	15.24	168	35.07	60	2.53	16	3.34	136	28.39	12	2.5+	185	38.02
	B	161	14	8.17	0	.....	13	8.07	8	4.97	73	45.34	6	3.73	0	.....	22	13.66	2	1.24	58	36.02
Wyoming	A	100	34	34	0	.....	0	.....	0	.....	56	56	27	27	0	.....	23	23	7	7	21	21
	B																					
Colorado	A	1,877	809	43.05	73	3.89	111	5.91	453	24.13	933	49.7+	476	25.36	53	2.82	450	23.97	182	9.69	1,207	64.3+
	B	567	202	37.34	89	15.69	48	8.47	44	7.76	205	36.15	67	11.82	14	2.47	36	6.35	107	18.87	175	30.86
New Mexico	A	30	10	33.3	0	.....	0	.....	1	3.3	22	73.3	3	10	0	.....	3	10	0	.....	15	50
	B	27	15	55.5	1	3.7	4	14.81	4	14.81	10	37	1	3.7	3	11+	3	11+	1	3.7	7	25.92
Arizona	A	67	28	41.79	0	.....	0	.....	0	.....	50	74.63	24	35.82	0	.....	21	31.34	0	.....	13	19.4+
	B																					
Utah	A	146	38	26.03	0	.....	7	4.79	10	6.85	114	78.08	15	10.27	2	1.37	19	13+	0	.....	78	53.42
	B	906	145	16+	20	2.2+	26	2.87	103	11.37	216	23.84	131	14.46	26	2.87	93	10.27	62	6.84	265	29.25
Nevada	A	511	21	4.1+	0	.....	0	.....	8	15.66	376	73.58	154	30.14	1	.19	272	53.23	108	21.13	126	24.66
	B	38	38	100	4	10.53	20	52.63	5	13.16	25	65.79	13	34.21	7	18.37	12	31.58	7	18.42	12	31.58
Idaho	A	226	20	8.85	0	.....	0	.....	0	.....	112	49.56	59	26.1	0	.....	84	37.17	7	3.09	82	36.28
	B																					
Washington	A	1,065	226	22.26	3	.28	0	.....	66	6.19	697	65.44	218	21.4+	0	.....	129	11.17	24	2.25	201	18.87
	B	764	265	34.68	43	5.63	98	12.82	80	10.47	216	28.26	99	12.96	42	5.49	102	13.3+	48	6.28	279	36.52
Oregon	A	804	156	19.4+	0	.....	0	.....	153	19.03	513	63.8+	165	20.52	20	2.49	162	20.15	102	12.68	270	33.45
	B	776	276	35.57	35	4.51	77	9.92	180	23.19	329	42.39	109	12.74	16	2.06	163	21+	54	6.96	198	25.52
California	A	5,086	2,286	44.94	209	4.1	123	2.41	183	3.59	2,970	56.43	2,394	45.1+	82	3.58	1,183	23.24	968	19+	2,552	50.18
	B	2,414	737	30.57	111	4.59	664	27.5	292	12.09	1,084	41.59	547	22.24	77	3.19	590	24.68	266	11+	1,150	47.64

By examining the above table, in connection with diagram 5, it will be found that the proportionate number of students pursuing the several studies varies greatly in different parts of the country. In diagram 5 the percentages are given for the whole country only.

Latin.—In this table, by comparing the geographical divisions, it is seen that of the students in Latin the South Atlantic Division has the highest percentage in both the public and private schools, being 55 per cent in the former and almost 47 per cent in the latter. In the public schools the next highest percentage is in the South Central Division, being nearly 48 per cent; while in the remaining three divisions the percentage is almost the same, about 37 per cent for each. In the private schools the second highest in Latin is the North Atlantic Division, 43 per cent, with a little over 32 per cent in the South Central and North Central Divisions, and 28 per cent in the Western Division. By comparing the States, North Dakota shows 89 per cent in Latin, although having but a small number of students; Georgia, 80 per cent; North Carolina, nearly 70 per cent; Louisiana, nearly 64 per cent; District of Columbia, 55.64 per cent; Kentucky, 55 per cent; Rhode Island, nearly 55 per cent; New Hampshire, 54.1 per cent; and so down through the list of States, with varying proportions, to Nevada, which is the lowest in rank, having only 4 per cent. In the private schools the highest ratio is the State of Nevada, being 100 per cent; Delaware, 68 per cent; Wisconsin, 58 per cent; Connecticut, 57 per cent; Rhode Island, about 52 per cent; Indiana, 50 per cent; New Jersey and Massachusetts, nearly 49 per cent. Montana is the lowest in the list, a little over 8 per cent; Wyoming, Arizona, and Idaho having no reports.

Taking the States by geographical divisions and making comparisons, it will be found that in the public schools of the States in the North Atlantic Division Rhode Island has the largest ratio, 54.72 per cent, and New York the smallest, 27.65 per cent. In the private schools of the same division Connecticut has the largest, 57 per cent, and Vermont the lowest, 32.18 per cent. In the South Atlantic Division North Carolina has the highest ratio, 68.73 per cent in the public schools, and Virginia the lowest, 7.47 per cent, while in the private schools of this division Delaware has the highest, 68 per cent, and West Virginia the lowest, 18.33 per cent. Of the States in the South Central Division Louisiana has the greatest ratio, 63.56 per cent of Latin students in the public schools, and Arkansas the lowest, 33.14 per cent; while in the private schools in the same division Kentucky has the highest ratio, 39.34 per cent, and the Indian Territory the lowest, 13.18 per cent.

In the public schools of the North Central Division North Dakota has 89.4 per cent, the highest ratio, and Wisconsin the lowest, 21.44 per cent; while in the private schools Wisconsin has the highest ratio, 59 per cent, and North Dakota the lowest, 20.55 per cent in this study. In the public schools of the Western Division California has the highest ratio, 44.94 per cent, of students in Latin, and Nevada the lowest, 4.1 per cent; while in the private schools of this division Nevada has the highest ratio, 100 per cent, and Montana the lowest, 8.17 per cent.

Greek.—In Greek, the proportion of students is very much smaller, the State having the largest ratio in the public schools being New Hampshire, with nearly 28 per cent, the lowest being Louisiana, with 1.36 per cent. In the private schools New Jersey has the highest ratio, almost 17 per cent, in Greek, while North Carolina, Delaware, Louisiana, Arkansas, Indian Territory, North Dakota, South Dakota, Wyoming, New Mexico, Arizona, Nevada, Idaho, and Oregon report no Greek students whatever, and Indiana reports not quite two-tenths of 1 per cent.

French.—The proportion of students in French also varies greatly. Of the public schools in the North Atlantic Division the largest ratio is in Massachusetts, almost 28 per cent; the lowest, Pennsylvania, only nine-tenths of 1 per cent. In the private schools New York has the largest ratio, 34.25 per cent, and Maine the lowest, over 8.50 per cent. In the South Atlantic Division the public schools of Georgia have the highest ratio, 15.65 per cent; while Delaware, the District of Columbia, West Virginia, and South Carolina have no students in French, and North Carolina only about 2 per cent. In the private schools Delaware has the highest ratio, 45.6 per cent, and West Virginia the lowest, about four-fifths of 1 per cent. In the South Central Division, in the public schools, the highest ratio is in Louisiana, almost 18 per cent; while in Texas, Arkansas, and Indian Territory there are no students in French, and Kentucky has two-thirds of 1 per cent. In the private schools Louisiana has the highest, over 52.5 per cent, and Arkansas the lowest, about two-fifths of 1 per cent. In the North Central Division, in the public schools, the highest ratio is in Minnesota, over 6 per cent; while Indiana, North Dakota, South Dakota, and Nebraska report none, and Iowa one-fourth of 1 per cent. In the private schools Michigan has the greatest ratio, 16 per cent, and Iowa the lowest, not quite 2 per cent. In the Western Division, in the public schools, Colorado has the highest ratio, about 6 per cent; while Wyoming, New Mexico, Arizona, Nevada, Idaho, Washington, and Oregon report none, and Montana but one-fifth of 1 per cent. In the private schools Nevada, though reporting but a very few secondary schools, has the highest ratio in French, being over 52½ per cent, and Utah the lowest, not quite 3 per cent.

German.—The proportion of students in German varies greatly in different sections of the country. In the North Atlantic Division, in the public schools, Connecticut has the highest ratio, over 17 per cent, and New Hampshire the lowest, not quite one-half of 1 per cent. In the private schools New York has the greatest proportion, 26 per cent, and Maine the lowest, not quite 2 per cent. In the South Atlantic Division, in the public schools, the District of Columbia has the highest ratio, over 27.5 per cent; while Delaware reports none, and North Carolina only a little over 1 per cent. In the private schools Maryland has over 36.5 per cent, the highest ratio, and Georgia the lowest, not quite 1.5 per cent. In the South Central Division, in the public schools, Kentucky has the largest ratio, over 17 per cent, while Mississippi, Louisiana, and Indian Territory report none, and Arkansas 2¼ per cent. In the private schools Tennessee has the highest ratio, over 14 per cent, and Mississippi the lowest, 1.75 per cent. In the North Central Division, in the public schools, Nebraska has the highest ratio, over 22 per cent, and North Dakota the lowest, 2.25 per cent. In the private schools Wisconsin has the highest ratio, 38.75 per cent, and North Dakota the lowest, about 8.25 per cent. In the Western Division, in the public schools, Colorado has the highest ratio, over 24 per cent; while Wyoming, Arizona, and Idaho report none, and New Mexico only 3½ per cent. In the private schools Oregon has the largest proportion, 23.2 per cent, and Wyoming, Arizona, and Idaho make no report, while Montana has almost 5 per cent.

Very interesting results can be found by going over the entire list of the studies of which the statistics and percentages are compiled in this table. The facts relating to the studies are given as indicating what a complete analysis of the table will show, and the table itself is so full and complete that it is not thought necessary to go further into the details.

PROPORTION AS TO SEX IN SECONDARY SCHOOLS.

The question of the proportion of the sexes in the secondary schools becomes a matter of interest in comparing a series of years, so that changes, if any, can be noted. For this reason the following Table VI has been prepared, giving as far as possible the number and percentage as to sex of instructors and students, including the students preparing for college. There is also given the percentage of each sex preparing for college to the whole number in the school.

TABLE VI.—*Ratio of male and female instructors and students, and students preparing for college, classical and scientific courses, in secondary schools in the United States, 1891-'92.*

	Instructors.			White students.			Colored students.		
		Percentage.			Percentage.			Percentage.	
	Number.	Male.	Female.	Number.	Male.	Female.	Number.	Male.	Female.
Public schools	9,564	43.21	56.79	239,556	39.8	60.2	4,047	38.55	61.45
Private academies, seminaries, etc.	7,093	47.26	52.74	100,739	52.14	47.86	1,318	50.6	49.4

	Preparing for college.						Preparing for college, classical, and scientific courses.			Percentage of students preparing for college, both classical and scientific courses, to whole number in schools.	
	Classical course.			Scientific course.							
	Number.	Percentage.		Number.	Percentage.		Number.	Percentage.			
		Male.	Female.		Male.	Female.		Male.	Female.	Male.	Female.
Public schools	15,233	54.55	45.44	16,532	49.55	50.45	31,741	52	48	17.3	10.7
Private academies, seminaries, etc.	15,995	97	3	9,291	73.52	26.48	25,286	72.12	27.88	34.72	14.58

The foregoing table shows that of the instructors, 56¾ per cent in the public high schools and 52.75 per cent in the private academies, etc., are women. Of the white students in the public schools 60 per cent are females, and in private academies, etc., not quite 48 per cent, the males having a majority in the private schools alone. Of the

colored students in the public schools, about 61.5 per cent are females, and in the private academies, etc., the sexes differ less than 1 per cent. Of the students preparing for college in the classical course of the public high schools, the males are 54.5 per cent to 45.5 per cent females, while in the private academies, the males are 97 per cent, the females only 3 per cent. Of those in the scientific course preparing for college, in the public schools, the males are 49.5 per cent, the females 50.5, less than 1 per cent difference, while of those in the same course in the private academies, the males are 73.5 per cent, and the females 26.5 per cent. Taking the preparatory students in both courses together, in the public high schools, the ratio is 52 per cent males to 48 per cent females; in the private academies, it is 72 per cent males to almost 28 per cent females. The ratio of male students preparing for college in both courses to the whole number of male students in the schools is 17.3 in the public schools and 34.75 per cent in the private academies; while the ratio of female preparatory students to the total number is, in the public schools, 10.7 per cent, and in the private academies, nearly 14.6 per cent.

Another interesting fact in connection with sex is a comparison as to the ratio of each sex pursuing different studies in the schools. The following Table VII gives the percentage of male and female students for each of ten different studies in both classes of schools, by geographical divisions, the public and private schools being arranged together under each division, for easy comparison.

TABLE VII.—*Percentage of male and female students pursuing certain studies, 1891–'92.*

[A, public schools; B, private schools, academies, etc.]

		Latin.		Greek.		French.		German.		Algebra.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	A	38.73	61.27	62.32	37.68	32.35	67.65	36.47	64.53	39.67	60.33
	B	57.25	42.75	84.84	15.16	36.28	63.72	53.57	46.43	55.89	44.11
North Atlantic division	A	41.54	58.46	62.25	37.75	37.17	62.83	36.14	63.86	39.47	60.53
	B	59.54	40.46	86.37	13.63	43.06	56.94	53.91	46.09	61.85	38.15
South Atlantic division	A	36.95	63.05	79.44	20.56	16.11	83.89	36.66	63.34	38.89	61.11
	B	57.24	42.76	88.81	11.19	34.4	65.6	55.01	44.99	54.85	45.15
South Central division	A	42.14	57.86	84.75	15 25	2.82	97.18	50	50	41.95	58.05
	B	52.13	47.87	77 28	22.72	27.57	72.43	39.88	60.12	49.06	50.94
North Central division	A	36.13	63.87	55.76	44.24	23.89	76.11	35.37	64.63	39.34	60.66
	B	57.08	42.92	79.93	20.07	21.13	78.87	58.88	31.12	54.77	45.23
Western division	A	42.56	57.44	57.64	42.36	16.9	83.1	33.15	66.85	41.62	58.38
	B	54.89	45.11	88.11	11.89	19.15	80.84	36	64	50.14	49.86

		Geometry.		Trigonometry.		Physics.		Chemistry.		General History.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	A	38.50	61.50	43	57	39.76	60.24	38.22	61.78	37.28	62.72
	B	59.83	40.17	61.4	38.6	47.25	52.75	52.02	47.98	47.68	52.32
North Atlantic division	A	39.86	60.14	55.6	44.4	40.82	59.18	37.91	62.04	35.17	64.83
	B	64.23	35.77	72.35	27.65	57.47	42.53	60.13	39.87	48.72	51.28
South Atlantic division	A	36.50	63.50	52.09	47.91	37.93	62.07	34.5	65.5	39.05	60.95
	B	61.25	38.75	61.95	38.05	52.79	46.21	46.39	53.61	54.29	45.71
South Central division	A	63.17	36.83	39.15	60.85	42	58	40.14	59.86	38.53	61.47
	B	51.08	48.93	52.1	47.9	44.73	55.27	36.98	63.02	42.37	57.63
North Central division	A	37.59	62.41	38.15	61.85	39.04	60.95	38.38	61.62	37.98	62.02
	B	59.03	40.97	59.36	40.64	53.71	46.29	56.28	43.72	46.89	53.11
Western division	A	41.19	58.81	43.07	56.93	38.76	61.24	40.77	59.23	40.94	59.06
	B	55.19	44.81	55.67	44.33	42.06	57.94	51.19	48.81	41.46	58.54

On examination of the above table it will be seen that in the public high schools the females are over 60 per cent of the students pursuing all the ten studies named, except Greek and trigonometry, and a majority in Latin, French, German, algebra, geometry, trigonometry, physics, chemistry, and general history, that is in all the studies except Greek, in which the ratio is 62½ per cent males to 37½ per cent females. In trigonometry the females are 57 per cent. In the private academies, the males are a majority in Latin, Greek, German, algebra, geometry, trigonometry, and chemistry, the highest ratio being in Greek, nearly 85 per cent. The females have the larger percentage in French, physics, and general history, the highest ratio being in French, 63.75 per cent.

The various geographical divisions differ considerably in the relative percentages of the sexes pursuing certain studies. For instance, in the public high schools, of those studying Latin, the majority are females in every division; in the private academies, the males are a majority in every division except the South Central. Of the students in Greek, a very large percentage are males, in both classes of schools and in every division; while in French the opposite is true, the larger percentage being females in both classes in all divisions. In German, in the public high schools, the large proportion are males in every division except the South Central, and in that the two sexes are equal. In the private academies the males are the greater ratio in all divisions except the South Central and the Western divisions. Of the students in algebra in the public high schools, the greater proportion are females in all the divisions, the largest ratio, over 61 per cent being in the South Atlantic division; while in the private academies the males have the majority in every division except the South Central, and in that not quite 1 per cent less. In geometry, the females are the greater number in the public schools in all but the South Central division. In the private academies the males have a majority in all the divisions. In trigonometry the males predominate in the public schools only in the North Atlantic division and South Atlantic division; while in the private academies the males are the larger percentage in all divisions, being the greatest in the North Atlantic division, or 72 per cent. In the public high schools, of students in physics, chemistry, and general history, the greater ratio are males in all the divisions, while in the private academies, in physics, the females are the greater ratio in the South Central and Western divisions. In chemistry in the South Atlantic and South Central divisions, and in general history, the females have a greater percentage in all except the South Atlantic division.

CHAPTER XIX.

UNIVERSITIES AND COLLEGES.

DISCUSSION OF STATISTICS.

Number of institutions.—The number of universities and colleges reporting to this office during the year 1891–'92 was 442, showing an increase of 12 over the number reporting during the previous year. Prominent among the new institutions reported are the University of Arizona, at Tucson, Ariz., and the Leland Stanford Junior University, at Palo Alto, Cal.

The University of Arizona was established by an act of the Territorial legislature in 1885, but owing to a lack of funds the institution was not opened to students until October 1, 1891. The act establishing the University of Arizona provides for the following departments:

First. The Department of Science, Literature, and the Arts.
Second. The Department of Theory and Practice, and Elementary Instruction.
Third. The Department of Agriculture.
Fourth. The Normal Department.
Fifth. The Department of Mineralogy and the School of Mines.

Only two of these departments, the third and fifth, have thus far been opened to students. This action was rendered necessary owing to the insufficiency of the income to equip and support all the departments. The resources of the institution at present consist of the $15,000 per annum for experiment stations and of the appropriations by the act of August 30, 1890, to agricultural and mechanical colleges. No funds from the act of July 2, 1862, are yet available. The university reported for its first year 9 professors and 31 students.

The Leland Stanford Junior University, at Palo Alto, Cal., was determined upon by the Hon. Leland Stanford and Jane Lathrop Stanford in 1884. November 14, 1885, the grant of endowment was publicly made, and on the same day the board of trustees held its first meeting in San Francisco. The work of construction was at once begun and the corner stone laid May 14, 1887. The university was formally opened to students October 1, 1891. The property conveyed to the university consists of the Palo Alto estate of 8,400 acres, the Vina estate of 55,000 acres, and the Gridley estate of 22,000 acres. The value of the endowment is generally estimated at about $25,000,000. The general management and control of the institution are vested in a board of 24 trustees, but the charter provides that the founders, during their lives, shall "perform all the duties and exercise all the powers and privileges enjoined upon and vested in the trustees." Tuition in all departments is free and board is furnished at cost. The number of professors and instructors during the first year was 38, while the students numbered 558, of which number 38 were graduate students. The university does not furnish preparatory instruction.

Professors and instructors.—The following table gives the number of professors and instructors, male and female, in the several departments of universities and colleges:

Number of professors and instructors in universities and colleges in 1891-'92.

States and Territories.	Number of institutions.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	442	1,719	694	4,693	517	2,370	25	8,056	1,270
North Atlantic Division	77	260	34	1,494	41	797	2	2,483	76
South Atlantic Division	57	175	74	551	46	192	0	858	131
South Central Division	73	175	130	517	91	255	1	877	229
North Central Division	200	971	398	1,845	276	921	21	3,272	720
Western Division	35	138	58	286	63	205	1	566	114
North Atlantic Division:									
Maine	3	0	0	41	0	15	0	55	0
New Hampshire	1	0	0	25	0	17	0	42	0
Vermont	2	0	0	33	0	22	0	55	0
Massachusetts	9	26	2	250	3	211	2	486	5
Rhode Island	1	0	0	47	0	0	0	47	0
Connecticut	3	0	0	133	0	62	0	195	0
New York	23	137	15	496	9	289	0	917	24
New Jersey	5	7	0	106	0	5	0	113	0
Pennsylvania	30	90	17	363	29	176	0	573	47
South Atlantic Division:									
Delaware	1	0	0	12	0	0	0	12	0
Maryland	10	41	12	133	14	4	0	171	20
District of Columbia	4	28	0	78	3	114	0	225	12
Virginia	8	18	3	95	2	19	0	128	5
West Virginia	3	8	1	24	1	2	0	34	2
North Carolina	11	30	14	84	7	27	0	119	20
South Carolina	8	17	8	54	1	8	0	68	13
Georgia	8	16	15	56	10	18	0	81	35
Florida	4	14	21	15	8	0	0	17	24
South Central Division:									
Kentucky	13	28	6	90	7	26	0	124	20
Tennessee	22	61	51	166	34	153	1	339	69
Alabama	8	7	9	62	5	5	0	73	17
Mississippi	5	10	7	33	5	5	0	47	12
Louisiana	9	43	24	71	15	50	0	156	48
Texas	11	18	23	74	18	16	0	111	42
Arkansas	5	8	10	21	7	-------	-------	27	21
North Central Division:									
Ohio	38	190	58	333	42	160	0	630	126
Indiana	15	73	21	172	20	46	0	272	43
Illinois	27	150	51	263	23	250	19	609	115
Michigan	12	48	29	150	20	56	0	228	57
Wisconsin	10	38	8	115	11	32	1	163	21
Minnesota	11	48	13	132	10	91	0	224	21
Iowa	24	82	66	194	47	104	0	331	114
Missouri	27	164	79	215	43	78	0	377	104
North Dakota	4	17	6	18	3	5	0	28	14
South Dakota	6	30	17	80	12	0	0	38	22
Nebraska	9	38	16	86	14	78	0	174	27
Kansas	17	93	34	137	31	21	1	198	56
Western Division:									
Montana	1	1	1	7	0	0	0	7	1
Wyoming	1	7	3	11	3	0	0	11	3
Colorado	4	27	8	37	10	73	0	112	18
Arizona	1	1	0	7	1	0	0	8	1
Utah	1	8	0	12	0	1	0	16	0
Nevada	1	2	2	11	1	0	0	12	2
Washington	5	16	10	16	10	1	0	25	18
Oregon	6	19	8	26	9	57	0	87	19
California	15	57	26	159	29	73	1	288	52

The above table shows that of the total number of instructors reported, 1,270, or 13.6 per cent were women. Examining these figures by departments, we find that of the number of instructors in the preparatory departments, 28.8 per cent were women, while in the college departments but 9.9 per cent were women. The smallest ratio of women instructors in college departments is found in the North Atlantic Division, where it is but 2.7 per cent.

Students.—The summarized statistics respecting students in the several departments for the year under consideration are given very fully according to color and sex in the following tables:

Students in universities and colleges, 1891-'92.

States and Territories.	Preparatory departments.						Collegiate departments.						Graduate departments.					
	White.		Colored.		Total.		White.		Colored.		Total.		White.		Colored.		Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	27,420	10,896	1,916	1,336	29,798	12,572	38,757 (102)	9,084	564	77	42,399 (102)	10,021	2,258	333	4	.....	2,531	369
North Atlantic Division	4,450	424	66	1	4,516	425	13,993	1,351	165	1	15,746	1,352	981	95	2	.....	1,172	95
South Atlantic Division	2,163	532	918	550	3,081	1,082	4,650 (75)	460	168	28	4,818 (75)	488	369	7	0	0	369	7
South Central Division	3,928	1,501	809	708	4,737	2,209	5,402	1,460	190	43	5,592	1,503	129	14	1	0	130	14
North Central Division	14,807	7,431	111	77	15,380	7,848	13,039 (27)	5,144	40	5	14,569 (27)	6,009	725	180	1	.....	806	216
Western Division	2,072	1,008	12	0	2,084	1,008	1,673	669	1	0	1,674	669	54	37	0	0	54	37
North Atlantic Division:																		
Maine	0	0	0	0	0	0	426	80	1	0	427	80	0	0	0	0	0	0
New Hampshire	0	0	0	0	0	0	334	0	0	0	334	0						
Vermont	0	0	0	0	0	0	225	58	0	0	225	58	0	0	0	0	0	0
Massachusetts	294	0	0	0	294	0	1,320	213	6	1	2,914	214	92	34	.....	.....	281	34
Rhode Island	0	0	0	0	0	0	347	0	1	0	348	0	55	0	0	0	55	0
Connecticut	0	0	0	0	0	0	1,673	26	1	0	1,674	26	87	0	0	0	87	0
New York	2,779	130	2	0	2,781	130	4,609	398	2	0	4,611	398	417	45	1	0	418	45
New Jersey	59	0	0	0	59	0	1,280	0	1	0	1,281	0	104	0	0	0	104	0
Pennsylvania	1,318	294	64	1	1,382	295	3,779	576	153	0	3,932	576	226	16	1	0	227	16
South Atlantic Division:																		
Delaware	0	0	0	0	0	0	93	0	0	0	93	0	2	0	0	0	2	0
Maryland	584	69	18	21	612	90	789	117	4	0	793	117	340	6	0	0	340	6
District of Columbia	301	0	49	6	350	6	305	58	24	3	329	61	11	1	0	0	11	1
Virginia	249	20	0	0	249	20	1,176	12	0	0	1,176	12	1	0	0	0	1	0
West Virginia	166	8	0	0	166	8	195	37	0	0	195	37	2	0	0	0	2	0
North Carolina	347	146	368	230	715	376	829	86	104	20	933	106	5	0	0	0	5	0
South Carolina	124	26	410	215	534	241	525	12	21	4	546	16	8	0	0	0	8	0
Georgia	195	46	63	78	258	124	640 (75)	56	15	1	655 (75)	57	0	0	0	0	0	0
Florida	197	217	0	0	197	217	96	82	0	0	96	82	0	0	0	0	0	0
South Central Division:																		
Kentucky	562	52	20	20	582	72	1,189	191	19	3	1,208	194	2	0	0	0	2	0
Tennessee	1,835	623	307	307	1,642	930	1,729	344	136	17	1,865	361	82	0	0	0	82	0
Alabama	256	230	85	94	341	324	815	136	10	2	825	138	5	0	0	0	5	0
Mississippi	261	68	9	6	270	74	276	100	6	4	282	104	17	6	1	0	18	6
Louisiana	709	103	51	15	760	118	375	160	5	7	380	167	15	8	0	0	15	8
Texas	607	346	238	212	845	558	839	417	4	7	843	424	8	0	0	0	8	0
Arkansas	198	79	99	54	297	133	179	112	10	3	189	115	.....	.....	.....	.....	.....	.....

Students in universities and colleges, 1891-'92—Continued.

States and Territories	Preparatory departments.						Collegiate departments.						Graduating departments.					
	White.		Colored.		Total		White.		Colored.		Total.		White.		Colored.		Total.	
	Male	Female.	Male	Female	Male.	Female.	Male	Female.	Male	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
North Central Division.																		
Ohio	2,958	1,234	94	67	3,358	1,523	2,640	972	32	4	2,865	1,185	224	92	1	0	225	92
Indiana	1,076	350	2	1	1,078	351	(6) 1,535	516	4	0	(6) 1,539	516	82	37	0	0	82	37
Illinois	2,745	1,251	8	3	2,753	1,254	2,007	729	1	1	2,008	740	213	24	0	0	213	24
Michigan	786	382	1	2	943	503	494	251	1		1,510	810	23	12			84	38
Wisconsin	609	169	0	0	609	169	1,333	290	1	0	1,334	290	23	4	0	0	23	4
Minnesota	606	280	0	0	606	280	1,089	358	0	0	1,089	398	52	17	0	0	52	17
Iowa	1,632	1,207	3	2	1,635	1,209	1,361	783	1	0	1,362	783	32	46	0	0	12	46
Missouri	2,389	1,201	0	0	2,389	1,201	1,414	639	0	0	1,414	639	45	12	0	0	45	12
North Dakota	141	94	0	0	141	94	32	23	0	0	32	23	4	0	0	0	4	0
South Dakota	290	247	0	0	290	247	75	42	0	0	75	42						
Nebraska	438	376	0	0	438	376	498	270	0	0	498	270	16	5	0	0	16	5
Kansas	1,137	640	3	2	1,140	642	(21) 561	228			(21) 840	315	1	1			20	11
Western Division.																		
Montana	49	25	0	0	49	25	19	6	0	0	19	6	1	0	0	0	1	0
Wyoming	39	22	0	0	39	22	5	9	0	0	5	9						
Colorado	284	159	0	0	284	159	94	51	0	0	94	51	4	2	0	0	4	2
Arizona	12	10	0	0	12	10	5	4	0	0	5	4	0	0	0	0	0	0
Utah	54	43	0	0	54	43	21	16	0	0	21	16	2	0	0	0	2	0
Nevada	41	68	0	0	41	68	26	19	0	0	26	19	1	0	0	0	1	0
Washington	206	115	0	0	206	115	71	44	0	0	71	44						
Oregon	288	244	1	0	289	244	177	131	0	0	177	131						
California	1,099	322	11	0	1,110	322	1,255	389	1	0	1,256	389	46	25	0	0	46	25

Students in universities and colleges, 1891-'92—Continued.

States and Territories.	Professional departments.						Total number in all departments.					
	White.		Colored.		Total.		White.		Colored.		Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	15,625	415	735	7	18,734	530	(1,894) 88,994	26,752	(509) 4,507	2,972	(2,403) 99,765	31,515
North Atlantic Division	4,754	81	37	0	5,674	81	(55) 24,811	2,580	270	7	(55) 27,739	2,587
South Atlantic Division	1,574	8	374	5	1,948	13	8,762	1,107	2,059	1,181	10,821	2,288
South Central Division	2,143	0	303	2	2,446	2	12,593	3,341	(509) 1,974	1,675	(509) 14,567	5,016
North Central Division	6,498	282	21	.....	8,010	390	(1,839) 38,245	17,598	191	109	(1,839) 42,042	19,498
Western Division	656	44	0	0	656	44	4,583	2,126	13	0	4,596	2,126
North Atlantic Division:												
Maine	117	0	0	0	117	0	543	80	1	0	544	80
New Hampshire	89	0	3	0	92	0	423	0	3	0	426	0
Vermont	209	0	0	0	209	0	478	58	0	0	478	58
Massachusetts	479	62	5	0	1,367	62	2,318	291	11	1	4,987	292
Rhode Island	0	0	0	0	0	0	402	0	1	0	403	0
Connecticut	351	0	0	0	351	0	2,116	55	1	0	2,117	55
New York	2,162	19	2	0	2,164	19	10,145	957	7	5	10,152	962
New Jersey	40	0	0	0	40	0	1,468	0	1	0	1,469	0
Pennsylvania	1,307	0	27	0	1,334	0	(55) 6,918	1,139	245	1	(55) 7,163	1,140
South Atlantic Division:												
Delaware	0	0	0	0	0	0	97	0	0	0	97	0
Maryland	42	0	8	0	50	0	1,779	196	172	122	1,951	318
District of Columbia	943	0	208	3	1,151	3	1,593	78	409	80	2,002	158
Virginia	400	0	0	0	400	0	1,721	32	0	0	1,721	32
West Virginia	27	0	0	0	27	0	393	70	0	0	393	70
North Carolina	115	8	147	2	262	10	1,249	225	595	269	1,844	494
South Carolina	26	0	11	0	37	0	683	38	442	219	1,125	257
Georgia	21	0	0	0	21	0	954	169	441	491	1,395	660
Florida	0	0	0	0	0	0	293	299	0	0	293	299
South Central Division:												
Kentucky	340	0	5	0	345	0	2,709	318	98	86	2,807	404
Tennessee	1,152	0	181	2	1,333	2	4,257	969	624	433	4,881	1,402
Alabama	19	0	25	0	44	0	1,101	372	120	96	1,221	468
Mississippi	20	0	0	0	20	0	609	174	106	127	715	301
Louisiana	465	0	40	0	505	0	1,898	394	(509) 460	490	(509) 2,358	884
Texas	147	0	5	0	152	0	1,642	923	247	222	1,889	1,145
Arkansas	0	0	47	0	47	0	377	191	319	221	696	412

Students in universities and colleges, 1891-'92—Continued.

States and Territories.	Professional departments.						Total number in all departments.					
	White.		Colored.		Total.		White.		Colored.		Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
North Central Division:												
Ohio	1,203	9	13		1,318	18	(574) 7,252	2,741	158	93	(574) 8,086	3,023
Indiana	345	27	0	0	345	27	(264) 3,299	1,081	6	2	(264) 3,305	1,083
Illinois	2,666	149	7	0	2,673	149	(130) 8,041	2,975	14	6	(130) 8,055	2,981
Michigan	110	9			1,385	103	(213) 1,789	1,280	4	2	(213) 4,290	2,031
Wisconsin	322	2	1	0	323	2	2,425	653	2	0	2,427	656
Minnesota	561	20	0	0	561	20	2,415	772	0	0	2,415	772
Iowa	715	56	0	0	715	56	(348) 4,071	2,915	4	1	(348) 4,075	2,916
Missouri	375	0	0	0	375	0	4,912	2,320	0	0	4,912	2,320
North Dakota	10	0	0	0	10	0	243	271	0	0	243	271
South Dakota							496	429	0	0	496	429
Nebraska	186	10	0	0	186	10	1,199	837	0	0	1,199	837
Kansas	5				119	5	(310) 2,103	1,313	3	2	(310) 2,530	1,521
Western Division:												
Montana	0	0	0	0	0	0	69	31	0	0	69	31
Wyoming	0	0	0	0	0	0	62	58	0	0	62	58
Colorado	72	14	0	0	72	14	448	225	0	0	448	225
Arizona	0	0	0	0	0	0	17	14	0	0	17	14
Utah	0	0	0	0	0	0	77	59	0	0	77	59
Nevada	0	0	0	0	0	0	68	87	0	0	68	87
Washington	4	0	0	0	4	0	380	230	0	0	380	227
Oregon	118	6	0	0	118	6	598	545	1	0	599	540
California	462	24	0	0	462	24	2,864	870	12	0	2,876	865

An examination of these tables shows that the students in the several departments according to color are as follows:

	White.	Colored.	Unclassified.
	Per cent.	*Per cent.*	*Per cent.*
Preparatory departments	90.4	7.7	1.9
College departments	91.3	1.2	7.5
Graduate departments	89.3	.1	10.6
Professional departments	83.3	3.8	12.9
All departments	88	6	6

The proportion of male and female students in the several departments is as follows:

	Male.	Female.	Unclassified.
	Per cent.	*Per cent.*	*Per cent.*
Preparatory departments	70.3	29.7	0
College departments	80.7	19.1	.2
Graduate departments	87.3	12.7	0
Professional departments	97.2	2.8	0
All departments	74.6	23.6	1.8

The number of students pursuing the several courses of study are given in the following table.

Students in universities and colleges, 1891-'92.

States and Territories.	Number in collegiate departments pursuing courses leading to—						Number in pedagogical course	Number in business course.	Number in other special or partial courses.
	A. B. degree.	B. S. degree.	B. L. degree.	Ph. B. degree.	C. E. degree	Other first degrees			
United States	24,296	8,202	2,538	3,329	1,163	1,869	5,307	7,478	7,796
North Atlantic Division	10,236	1,964	206	1,130	567	911	356	697	1,152
South Atlantic Division	3,164	392	106	162	124	42	985	291	745
South Central Division	2,097	1,386	158	119	124	227	865	1,435	503
North Central Division	7,678	4,030	1,868	1,693	324	651	2,460	4,429	4,790
Western Division	1,121	440	138	219	23	38	700	626	676
North Atlantic Division:									
Maine	497								10
New Hampshire	197	59	60	0	8	0	0	0	11
Vermont	130	60	0	40		24	0	0	0
Massachusetts	2,442	321		40		60		26	285
Rhode Island	299	0	0	61	3		0	0	40
Connecticut	1,123	47	2	483					19
New York	2,359	741	125	276	200	603	229	253	292
New Jersey	713	211			94	48		70	133
Pennsylvania	2,476	565	79	230	253	176	127	338	394
South Atlantic Division:									
Delaware	54	41				2			
Maryland	731	20	40				186	82	130
District of Columbia	138	18		20			14	3	27
Virginia	768	11	1		66	3	4	17	78
West Virginia	125		25				50		29
North Carolina	510	141	22	81	24	14	320	138	37
South Carolina	371	69		12			232	8	3
Georgia	455	96	1	49	34	23	109	12	25
Florida	12	5	19				5	31	16
South Central Division.									
Kentucky	423	240	18	11	7	32	64	722	59
Tennessee	471	448	56	60	86	52	358	226	123
Alabama	256	105	3		24	4	137	20	86
Mississippi	82	146		12			102	95	20
Louisiana	273	152			2	1	58	204	9
Texas	481	206	71		5	138	106	156	198
Arkansas	101	88	10	24			40	12	5

Students in universities and colleges, 1891-'92—Continued.

States and Territories.	Number in collegiate departments pursuing courses leading to—						Number in pedagogical courses.	Number in business courses.	Number in other special or partial courses.
	A. B. degree.	B. S. degree.	B. L. degree.	Ph. B. degree.	C. E. degree.	Other first degrees.			
North Central Division:									
Ohio	1,740	457	343	448	65	156	435	564	[illegible]
Indiana	1,060	371	116	200	31	[illegible]	208	221	[illegible]
Illinois	900	1,090	270	141	[illegible]	30	231	[illegible]	[illegible]
Michigan	508	370	316	342	96	3	257	624	[illegible]
Wisconsin	545	202	379	[illegible]	51	296	52	140	[illegible]
Minnesota	346	199	197	5	23	53	94	[illegible]	[illegible]
Iowa	635	700	92	408	80	53	353	681	[illegible]
Missouri	701	249	68	97	9	56	241	[illegible]	[illegible]
North Dakota	30	13	0	1	[illegible]	1	37	[illegible]	[illegible]
South Dakota	56	28	1	11	[illegible]	[illegible]	64	[illegible]	[illegible]
Nebraska	429	163	10	3	[illegible]	3	150	[illegible]	[illegible]
Kansas	656	188	74	42	1	1	208	[illegible]	[illegible]
Western Division									
Montana	[illegible]	6	1	[illegible]	18	[illegible]	[illegible]	[illegible]	[illegible]
Wyoming	4	4	6	0	0	0	6	[illegible]	[illegible]
Colorado	64	20	14	28	[illegible]	[illegible]	200	30	30
Arizona	0	9	0	0	0	0	0	0	0
Utah	10	20	5	[illegible]	[illegible]	[illegible]	200	53	[illegible]
Nevada	27	18	0	0	0	0	37	68	[illegible]
Washington	83	52	9	[illegible]	[illegible]	[illegible]	14	85	[illegible]
Oregon	241	10	2	7	[illegible]	[illegible]	120	56	[illegible]
California	723	301	101	192	6	38	105	315	[illegible]

This table shows that of 41,397 students in college departments pursuing courses of study leading to a degree, 58.7 per cent are in courses leading to A. B., 19.8 per cent to B. S., 6.2 per cent to B. L., 8 per cent to PH. B., 2.8 per cent to C. E., and 4.5 per cent in courses leading to other first degrees. Students pursuing courses leading to advanced degrees like A. M., PH. D., etc., are not included. This table also shows that a large number of students are included in pedagogical and business courses.

An attempt was made during the year to obtain information concerning the preparation of college students. To this end the following question was included in the blank form sent to universities and colleges:

Number of students in freshman class who were prepared in preparatory departments of colleges, ...; in private preparatory schools, ...; in public high schools, ...; by private study, ...

Replies to this question were received from but 234 of the 412 institutions. The results of this inquiry are given in the following table:

Preparation of freshmen of 1891-'92.

States and Territories	Number of institutions reporting.	Total number of freshmen included.	Number of freshmen of 1891-'92 prepared by -				Per cent of freshmen of 1891-'92 prepared by—			
			Preparatory departments of colleges.	Private preparatory schools.	Public high schools.	Private study.	Preparatory departments of colleges.	Private preparatory schools.	Public high schools.	Private study.
United States	234	9,254	3,666	1,791	3,310	287	41.6	19.3	35.8	3.1
North Atlantic Division	48	2,994	840	809	1,220	131	28.1	26.9	40.7	4.4
South Atlantic Division	24	686	313	175	174	6	45.9	26.2	26	.9
South Central Division	28	963	456	223	239	49	46.9	23.2	24.8	5.1
North Central Division	112	3,882	2,008	439	1,345	90	53.3	11.3	34.6	.8
Western Division	22	767	198	[redacted]	332	71	25.9	30.2	44.4	9.5
North Atlantic Division:										
Maine	2	102	14	34	53	1	13.7	33.3	52	1
Vermont	2	101	2	18	80	1	3	17.8	79.2	1
Massachusetts	7	606	80	301	229	45	11.5	43.1	38.5	6.9
Connecticut	1	74	3	44	24	3	4.1	59.4	32.4	4.1
New York	14	891	397	199	278	17	49.6	13.6	34.7	2.1
New Jersey	2	78	29	15	31	1	38.2	19.7	40.8	1.3
Pennsylvania	20	1,142	315	282	485	60	27.6	24.7	42.5	5.2
South Atlantic Division:										
Delaware	1	42	1	14	23	3	2.4	34.2	56.1	7.3
Maryland	6	188	79	4	105	.....	42	2.1	55.9	0
Virginia	2	8	8	.....	.....	.....	100	0	0	0
West Virginia	1	6	6	.....	.....	.....	100	0	0	0
North Carolina	4	148	45	63	40	1	30.4	41.9	27	.7
South Carolina	4	80	47	33	.....	.....	58.7	41.3	0	0
Georgia	4	171	103	61	5	2	60.2	35.7	2.9	1.2
Florida	2	26	24	1	1	.....	92.4	3.8	[redacted]	0
South Central Division:										
Kentucky	5	295	123	97	40	35	41.7	32.9	13.6	11.8
Tennessee	10	249	[redacted]	89	45	6	43.6	35.7	19.3	2.4
Alabama	1	12	12	.....	.....	.....	100	0	0	0
Mississippi	3	108	48	16	44	.....	44.4	14.8	40.8	0
Louisiana	5	72	45	13	7	7	62.5	18.1	9.7	9.7
Texas	5	227	118	8	100	1	52	3.5	44.1	4
North Central Division:										
Ohio	16	556	352	31	168	5	63.3	5.6	30.2	9
Indiana	10	449	193	25	224	8	42.8	5.5	49.9	1.8
Illinois	19	892	449	207	233	4	50.2	23.2	26.1	.5
Michigan	6	180	90	1	89	.....	50	.6	49.4	0
Wisconsin	5	123	103	6	14	.....	83.7	4.9	11.4	0
Minnesota	6	231	69	36	177	.....	24.2	12.8	63	0
Iowa	16	644	289	[redacted]	294	3	41.8	12.1	45.5	.5
Missouri	12	361	236	22	52	1	79.2	6.1	14.4	.3
North Dakota	4	57	19	6	30	2	33.4	10.5	52.6	3.5
South Dakota	2	23	23	.....	.....	.....	100	0	0	0
Nebraska	6	135	94	20	17	4	69.6	14.8	12.6	3
Kansas	10	184	134	7	47	3	68.5	3.9	26	1.6
Western Division										
Montana	1	3	3	[redacted]	0	0	100	0	0	0
Colorado	2	11	7	4	.....	.....	63.6	33.4	0	0
Arizona	1	0	0	0	0	0	0	0	100	0
Utah	1	35	14	4	5	3	53.9	15.4	19.2	11.5
Nevada	1	19	6	0	10	3	31.6	0	52.6	15.8
Washington	2	32	32	.....	.....	.....	100	0	0	0
Oregon	5	36	33	.....	2	.....	94.3	0	5.7	0
California	9	513	99	143	306	55	16.2	23.3	49.9	10.6

According to these statistics, of the 9,254 students included, but 35.8 per cent were prepared in public high schools. The showing made by the North Central Division in this respect would seem to be very discouraging, considering the efforts of the State universities to bring themselves into intimate relations with the high schools. The poor showing made by this division is explained, however, by the fact that reports on this point were not made by the State universities of Michigan, Kansas, Missouri, Nebraska, and Wisconsin, which are in close relations with the public high schools of their respective States.

Equipment.—The following table gives in a summarized form the number of scholarships, fellowships, and endowed professorships, the number of volumes and pamphlets in the libraries, the value of the scientific apparatus and libraries, the value of grounds and buildings, and the total amount of productive funds, or endowment as it is frequently called:

Universities and colleges, 1891-'92.

EQUIPMENT.

States and Territories.	Number of scholarships.	Number of fellowships.	Number of endowed professorships.	Libraries. Bound volumes.	Libraries. Pamphlets.	Value of scientific apparatus and libraries.	Value of grounds and buildings.	Productive funds.
United States	4,914	234	498	4,661,205	1,006,963	$11,169,272	$38,784,901	[illegible]
North Atlantic Division	2,053	132	220	2,296,497	508,844	5,818,070	33,423,652	47,646,397
South Atlantic Division	457	35	33	508,031	121,204	1,022,500	9,140,700	7,289,338
South Central Division	568	36	33	331,931	69,575	638,098	7,358,310	6,447,058
North Central Division	1,078	26	200	1,330,142	264,778	3,362,635	27,605,815	22,063,818
Western Division	128	5	12	196,604	39,562	326,969	11,256,424	3,231,782
North Atlantic Division:								
Maine	107	....	9	87,057	3,000	95,000	650,000	[illegible]
New Hampshire	130	....	11	73,000	.....	100,000	250,000	1,028,930
Vermont	156	0	5	60,452	1,200	150,000	375,000	423,652
Massachusetts	821	59	50	596,470	334,780	1,340,145	5,867,000	11,317,771
Rhode Island	100	2	4	71,000	20,000	527,000	982,490	1,200,000
Connecticut	72	7	41	284,000	21,000	113,430	4,650,000	4,973,532
New York	915	40	50	629,781	70,259	2,116,165	11,064,962	19,499,242
New Jersey	89	14	....	117,668	6,000	552,000	1,535,000	2,700,000
Pennsylvania	263	10	50	377,072	111,005	824,330	7,048,000	5,174,230
South Atlantic Division:								
Delaware	30	0	0	5,475	4,070	27,000	80,000	63,000
Maryland	123	12	2	117,770	57,400	229,100	1,704,000	3,056,500
District of Columbia	63	6	1	81,000	18,695	160,000	2,000,000	435,000
Virginia	81	1	13	120,360	25,200	351,900	2,302,000	1,712,509
West Virginia	....	....	....	7,200	2,050	17,300	235,000	187,150
North Carolina	122	3	4	68,056	6,850	107,500	1,146,000	525,000
South Carolina	10	....	2	53,950	2,540	12,700	970,000	277,000
Georgia	26	4	5	45,000	6,000	106,300	891,000	909,089
Florida	2	0	0	7,220	1,300	10,700	212,700	102,000
South Central Division:								
Kentucky	197	....	11	48,380	5,575	64,600	1,080,000	1,206,256
Tennessee	385	24	13	122,508	31,890	205,500	3,052,400	2,077,000
Alabama	6	0	0	21,300	1,450	84,100	709,000	250,000
Mississippi	8	4	1	29,700	5,400	66,300	401,000	586,900
Louisiana	....	....	....	81,800	12,310	106,698	1,067,910	1,422,000
Texas	....	8	0	26,483	4,950	95,500	773,000	787,300
Arkansas	2	....	2	10,700	8,000	16,000	365,000	15,500
North Central Division:								
Ohio	305	..	52	293,638	73,552	548,022	5,656,605	5,905,228
Indiana	80	....	25	156,725	6,900	372,200	2,436,552	1,538,966
Illinois	253	3	22	181,802	33,220	454,200	3,729,775	3,862,527
Michigan	4	2	25	172,473	56,125	570,555	1,891,893	1,586,984
Wisconsin	96	9	15	103,850	16,175	290,500	1,871,000	1,294,742
Minnesota	25	1	7	66,405	4,700	284,193	2,298,375	1,960,400
Iowa	141	1	23	118,710	20,250	196,125	2,093,975	1,773,591
Missouri	177	10	20	110,150	28,427	230,490	3,686,000	2,662,857
North Dakota	2	....	2	5,700	2,750	30,000	270,000	25,000
South Dakota	10	....	....	13,690	2,854	30,850	344,000	61,000
Nebraska	14	....	5	36,950	3,825	37,200	1,853,500	418,155
Kansas	11	....	4	70,010	15,900	306,300	1,584,050	827,500
Western Division:								
Montana	0	0	0	1,200	300	1,000	60,000	0
Wyoming	0	0	0	2,300	1,000	.....	150,000	.....
Colorado	5	1	2	22,800	2,391	45,500	1,930,000	452,000
Arizona	0	0	0	000	1,500	17,760	73,524	.....
Utah	0	0	0	12,000	5,000	29,000	217,000	.....
Nevada	0	0	0	3,018	1,820	25,000	75,000	.....
Washington	....	....	....	8,064	5,400	0,100	660,000	.....
Oregon	101	....	6	16,320	4,050	32,200	405,000	357,978
California	19	4	4	130,302	18,192	170,400	7,682,900	2,491,784

The total value of the equipment as given in this table is $186,651,506. In a number of cases where the several items were not reported by the institutions concerned, an estimate was made and included in the summary.

Income and benefactions.—The income from the several sources and the amount of benefactions received by the universities and colleges during the year are given in the following table:

Universities and colleges, 1891–'92.

INCOME AND BENEFACTIONS.

States and Territories.	Income.						Benefactions.
	From tuition fees.	From productive funds.	From State or municipal appropriations.	From U. S. Government.	From all other sources.	Total income.	
United States	$4,820,765	$4,862,907	$2,276,503	$644,397	$1,487,955	$14,256,026	$6,464,438
North Atlantic Division	2,102,608	2,601,779	207,200	89,130	452,222	5,636,237	3,037,016
South Atlantic Division	424,330	368,118	184,837	162,500	140,165	1,286,890	303,812
South Central Division	487,943	425,004	139,056	63,532	117,847	1,233,982	391,349
North Central Division	1,619,732	1,255,912	1,498,796	193,435	455,392	5,013,267	2,023,601
Western Division	186,153	201,494	256,614	129,600	312,309	1,085,650	106,657
North Atlantic Division.							
Maine	32,009	64,849	0	0	0	96,858	108,000
New Hampshire	17,636	53,421	0	0	0	73,056	84,604
Vermont	6,975	25,023	8,400	25,130	8,271	73,799	61,768
Massachusetts	587,139	695,505			139,571	1,522,305	429,000
Rhode Island	44,042	57,905	0	0	686	103,235	31,754
Connecticut	223,394	240,931			28,050	502,384	474,350
New York	736,162	1,053,992	148,800	32,000	106,328	2,129,480	2,022,008
New Jersey	51,000	118,000		32,000	20,000	251,000	
Pennsylvania	423,652	261,063	50,000	0	159,406	893,120	425,522
South Atlantic Division							
Delaware	0	4,980	25,000	28,600	1,676	60,256	
Maryland	136,997	120,517	12,500		7,393	277,407	13,000
District of Columbia	96,478	21,451		94,200	20,988	232,072	
Virginia	70,419	91,259	40,000	0	28,719	230,397	115,400
West Virginia	6,400	11,427	40,000	20,000	0	86,827	2
North Carolina	51,546	32,380	20,000		24,470	128,396	54,700
South Carolina	24,233	24,941	46,679	5,700	18,901	120,444	24,600
Georgia	27,140	54,128	667	12,000	36,869	130,804	81,022
Florida	12,117	7,020			1,100	20,237	17,029
South Central Division							
Kentucky	72,291	68,065			2,800	143,156	69,584
Tennessee	148,509	127,375	800	24,800	66,819	368,301	105,785
Alabama	75,850	27,000	1,000	0	2,300	106,150	5,150
Mississippi	15,794	35,510	5,700	0	3,300	60,334	3,000
Louisiana	70,047	92,400	24,556	34,732	19,403	252,138	51,230
Texas	87,740	60,254	107,000	0	13,224	274,267	136,000
Arkansas	17,700	1,900	0	0	10,000	29,630	20,000
North Central Division							
Ohio	225,643	348,697	123,685	17,000	97,521	830,546	644,373
Indiana	108,493	97,418	35,000		21,557	262,468	66,892
Illinois	337,501	225,156	79,611	48,000	113,965	804,233	102,289
Michigan	190,301	114,918	147,700	0	73,578	526,497	249,349
Wisconsin	55,660	96,770	196,000	32,000	33,410	383,840	169,260
Minnesota	66,151	84,856	85,750	32,000	39,445	307,201	44,117
Iowa	201,996	96,558	90,500		26,649	415,703	152,973
Missouri	299,230	169,437	350,000	32,000	15,000	856,676	250,974
North Dakota	3,650	1,500	30,900	0	100	36,150	28,100
South Dakota	14,010	3,290	25,500	435	4,585	47,823	69,922
Nebraska	34,542	18,223	246,450	32,000	17,491	338,906	40,419
Kansas	73,540	32,090	77,500		12,091	195,221	186,836
Western Division							
Montana	7,500	0	0	0		7,500	300
Wyoming	366	4,436	0	32,000	0	36,802	0
Colorado	25,981	40,000	45,000	0	7,037	118,018	61,547
Arizona	145	0	25,179	17,000	0	42,324	0
Utah	2,585	0	45,000	0	0	47,585	
Nevada	0	0	10,000	32,000	0	42,000	
Washington	21,816		5,000		4,900	31,716	14,500
Oregon	12,396	25,608	24,000	0	2,200	64,204	13,710
California	115,364	131,460	102,435	48,000	296,252	696,501	16,603

This table shows that of the total income of $14,256,026, but 33.8 per cent was received from tuition fees, 34 per cent from productive funds, 16 per cent from State or municipal appropriations, 4.5 per cent from the U. S. Government, and the remainder, or 11.7 per cent, was obtained from miscellaneous sources. The amount of benefactions received by these institutions was $6,464,438. This, of course, does not include the amounts given to the University of Chicago, which has not yet made a report to this office. Of the total amount received, the insti-

tutions in the North Atlantic Division report 56.3 per cent, the institutions the North Central Division 31.3 per cent, while the remainder is divided in sm amounts among the other three divisions.

Degrees.—The following tables give first, the number of degrees, excludi professional degrees, conferred on examination in 1891-'92; and second, t number of honorary degrees conferred during the same period:

Number of degrees conferred on examination by universities and colleges in 1891-

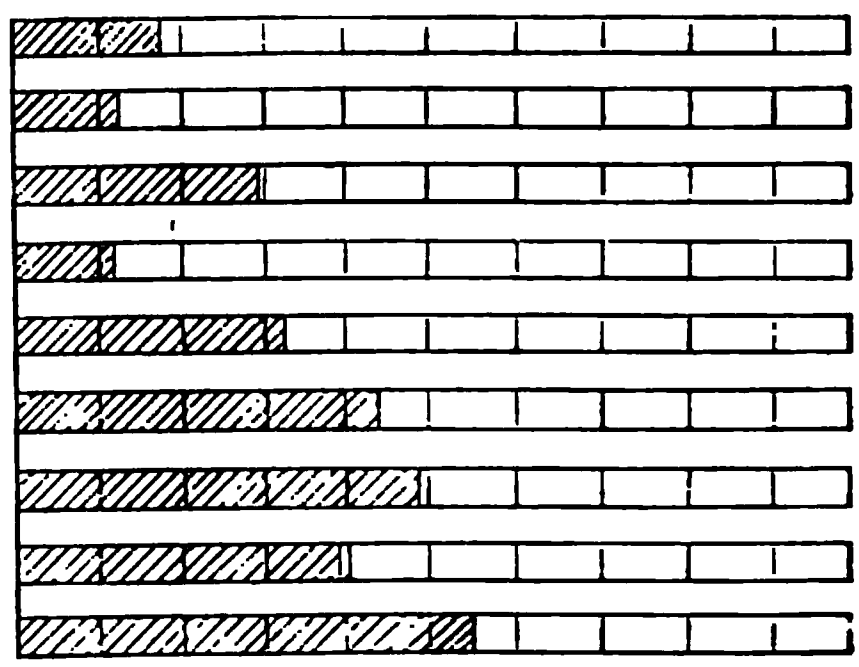
States and Territories	A. B	A. M	D. L.	M. L.	Ph. B	Ph. M.	Ph. D	B. S.	M. S.	Sc. D.	C. E.	M. E.	E. E	E. M.	B. Agr.	B. Arch.	B. Mus.	B. Paint.	B. Ped.	M. [illegible]
United States	3,538	482	398	33	504	12	152	964	75	3	174	120	16	7	30	8	12	12	38	8
North Atlantic Division	1,793	225	61	14	246	5	72	320	35	1	112	106	9	10		6	9	11	2	6
South Atlantic Division	449	54	44		14		40	50	1		14				3		1			
South Central Division	309	47	21	7	10		3	123	2		12								11	
North Central Division	999	140	254	10	295	7	30	449	45		36	15	7	4	27	2	11		22	
Western Division	68	10	18	2	20			42	2					1			1	1	1	
North Atlantic Division																				
Maine	89	2																		
New Hampshire	43		9					12			2									
Vermont	15	2			7			2			6									
Massachusetts	553	86			14		11			1							3			
Rhode Island	49	7			10			39												
Connecticut	241	16	1	11	110		12	13	1		1	1								
New York	301	60	42	1	77	5	31	111	13		63	90	7			5	8	11		M
New Jersey	146	5					2	20	9		6		43							
Pennsylvania	354	47	9	2	28		23	124	8		34	5		2		1			9	
South Atlantic Division.																				
Delaware	7							2												
Maryland	130	10					39	1												
District of Columbia	17	14			3												1			
Virginia	97	12	8		4		1				7									
West Virginia	7							6												
North Carolina	40	6	35		3			17			12									
South Carolina	70	4			4			10												
Georgia	73	8	1					8	1		5				3					
Florida																				
South Central Division																				
Kentucky	38	5	1		1			21												
Tennessee	66	19	10		7		19	35	1	2	6									
Alabama	22	4	3					22			4								38	
Mississippi	11	4	1		1			10												
Louisiana	18	7					1	16	1		2									
Texas	18	8	6	7	1			18											11	
Arkansas	6							1												
North Central Division.																				
Ohio	276	47	50		61		13	56	9		9	5		1	24					
Indiana	121	11	9		25		2	39	5											
Illinois	130	19	40	4	41		4	114	19		4						4			
Michigan	104	15	37		62	2	7	60	4											
Wisconsin	55	8	46	4	10		1	24	5		5	6	2				1			
Minnesota	40	4	26		5		1	26	2		19	9	4			12	1			
Iowa	113	8	12		80	5	1	62	2		10								1	
Missouri	73	7	8	1	7		1	24			15	2	2	3					11	
North Dakota	4		1					1												
South Dakota	11				2			4	1											
Nebraska	15	9	11		1			19			3									
Kansas	67	12	8	1	1			19	5		1						5			
Western Division																				
Montana								1						1						
Wyoming																				
Colorado	5							1												
Utah																				
Nevada	3																			
Washington																				
Oregon	9																		5	
California	71	16	10	2	27			[illegible]	2								1	1		

Number of honorary degrees conferred by universities and colleges in 1891-'92.

States and Territories	A. B.	A. M.	B. S.	M. S.	Sc. D.	B. D.	D. D.	LL. B.	LL. M.	LL. D.	Ph. B.	Ph. D.	H. L.	Lit. D.	I. H. D.	D. C. L.	Mus. B.	Mus. M.	M. D.	C. E.	M. Ped.
United States	11	254	1	11	6	1	266	4	4	109	23	36	1	7	6	4	1	23	1	1	1
North Atlantic Division	7	196	1	8	4	1	85	1	4	56	14	21		5	4	1		3		1	
South Atlantic Division	3	30					39			13		2									
South Central Division		47					31	2		5						2					
North Central Division	1	77		3	2		104			35		13	1	2	3	1	1		1		
Western Division	1	4					7														1
North Atlantic Division																					
Maine		1					2			2											
New Hampshire		5					2			2		1									
Vermont					1		2			2											
Massachusetts		20					8	1		4		1									
Rhode Island	1	5			2		4			4	1	2									
Connecticut	3	16					7			6											
New York	3	65	1	3	1	1	22		4	19	12	9		2	1	1		2			
New Jersey		4					11			7		3			1						
Pennsylvania		72					29			7		5		1	2			1		1	
South Atlantic Division.																					
Maryland		17					7			1											
District of Columbia		3					3			4											
Virginia		4					2			4											
West Virginia							2			1		1									
North Carolina	2	3					6					1									
South Carolina		3					6			3											
Georgia							6														
South Central Division.																					
Kentucky		3					2								1						
Tennessee		21					12			4						2					
Alabama		16					3	2		1											
Mississippi							1														
Louisiana							6			1											
Texas		6					7														
Arkansas		1																			
North Central Division:																					
Ohio		4		1			41			15		6			1		1				
Indiana		12					12			2											
Illinois		7		1			17			6		1									
Michigan		1		1			6			2		2									
Wisconsin		9		1	1		4			3											
Minnesota		3					1														
Iowa	1	13					3			2			1								
Missouri		2		2			4			3											
North Dakota		2		1	1		1			1		1		2		1			1		
South Dakota							1														
Nebraska		1					1					1			1						
Kansas		1					3			1											
Western Division:																					
Colorado		3					2														
Utah																					
Washington		2																			1
Oregon																					
California	1	1					3														

In the following diagrams an attempt has been made to represent graphically the proportion of leading items concerning universities and colleges reported by the several geographical divisions of the country:

NORTH ATLANTIC DIVISION.



Institutions ..... 77, or 17.4 per cent.

Instructors { Preparatory ... 294, or 12.2 per cent.
Instructors { College ..... 1,535, or 29.5 per cent.

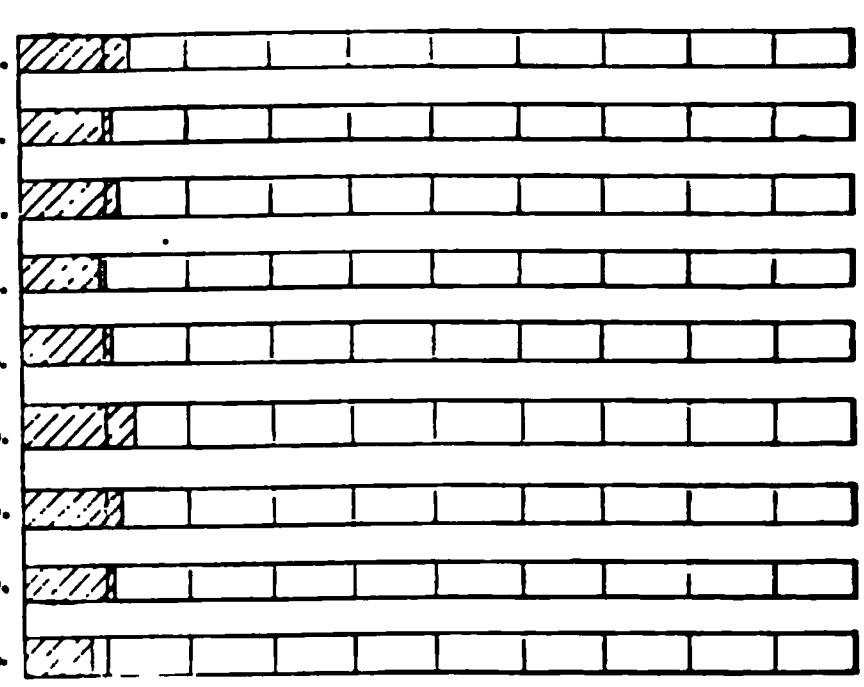
Students { Preparatory 4,941, or 11.7 per cent.
Students { College ..... 17,008, or 32.6 per cent.
Students { Graduate .... 1,267, or 43.7 per cent.

Volumes in library ..... 2,296,497, or 49.3 per cent.

Value of grounds, buildings, and apparatus .. $39,241,722, or 39.3 per cent.

Productive funds ..... $47,646,357, or 55 per cent.

SOUTH ATLANTIC DIVISION.



Institutions ..... 57, or 12.9 per cent.

Instructors { Preparatory .... 249, or 10.3 per cent.
Instructors { College ..... 537, or 11.4 per cent.

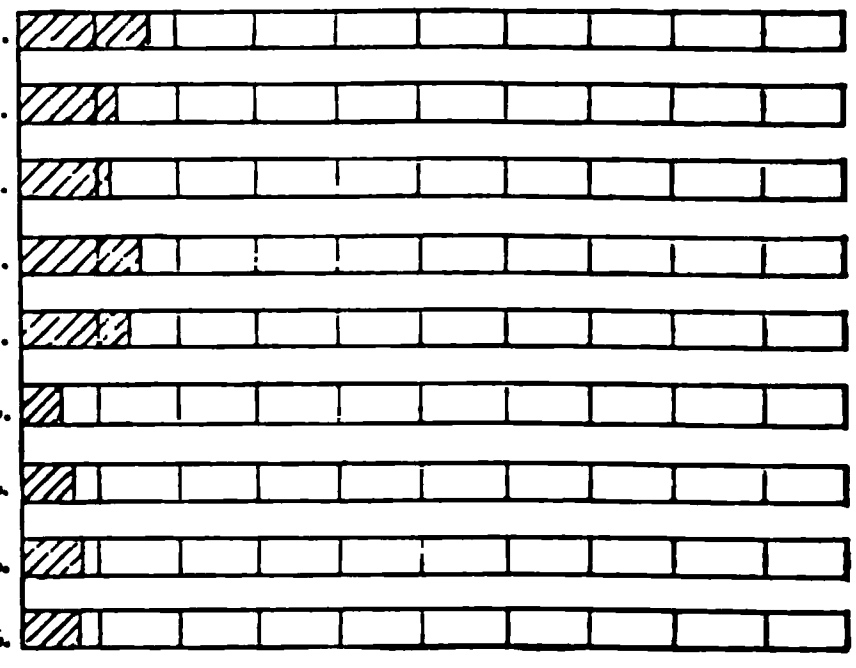
Students { Preparatory .... 4,163, or 9.8 per cent.
Students { College ..... 5,381, or 10.2 per cent.
Students { Graduate ..... 376, or 13 per cent.

Volumes in libraries ..... 506,031, or 10.9 per cent.

Value of grounds, buildings, and apparatus .. $10,163,200, or 10.9 per cent.

Productive funds ..... $7,289,338, or 8.4 per cent.

SOUTH CENTRAL DIVISION.



Institutions ..... 73, or 16.5 per cent.

Instructors { Preparatory .... 305, or 12.7 per cent.
Instructors { College ..... 608, or 11.7 per cent.

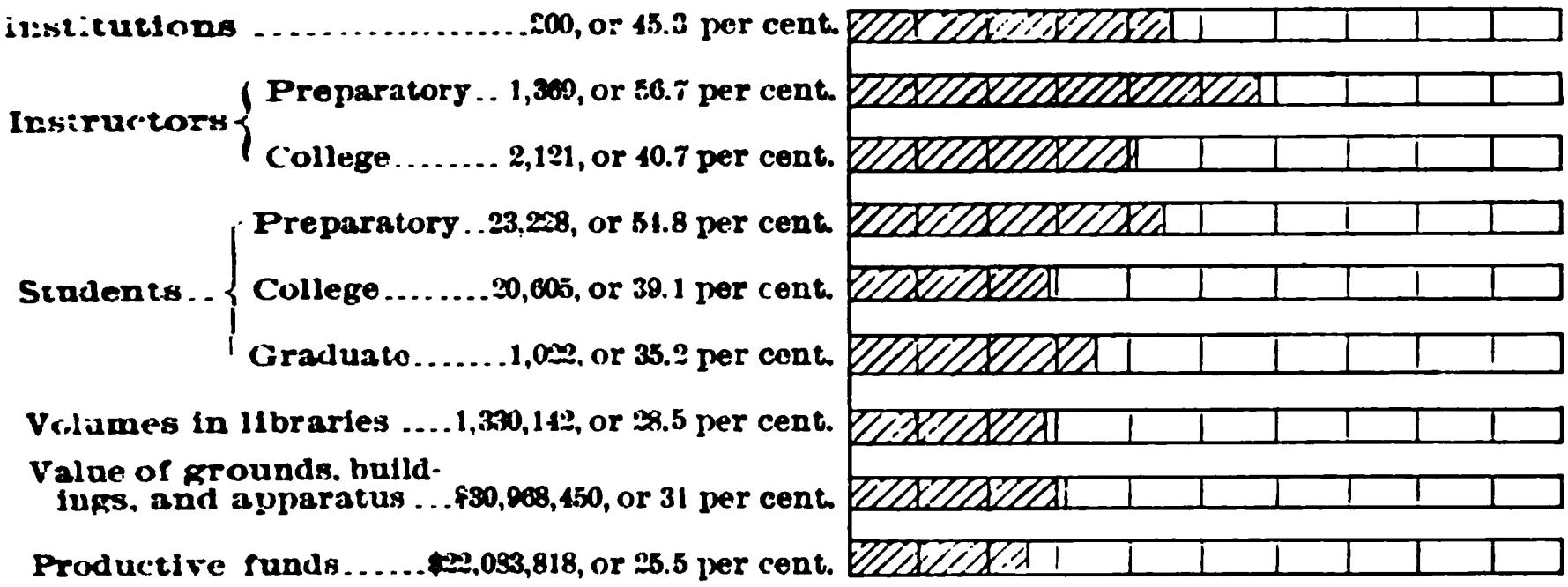
Students { Preparatory ... 6,946, or 16.4 per cent.
Students { College ..... 7,095, or 13.5 per cent.
Students { Graduate ..... 141, or 5 per cent.

Volumes in libraries ..... 331,931, or 7.1 per cent.

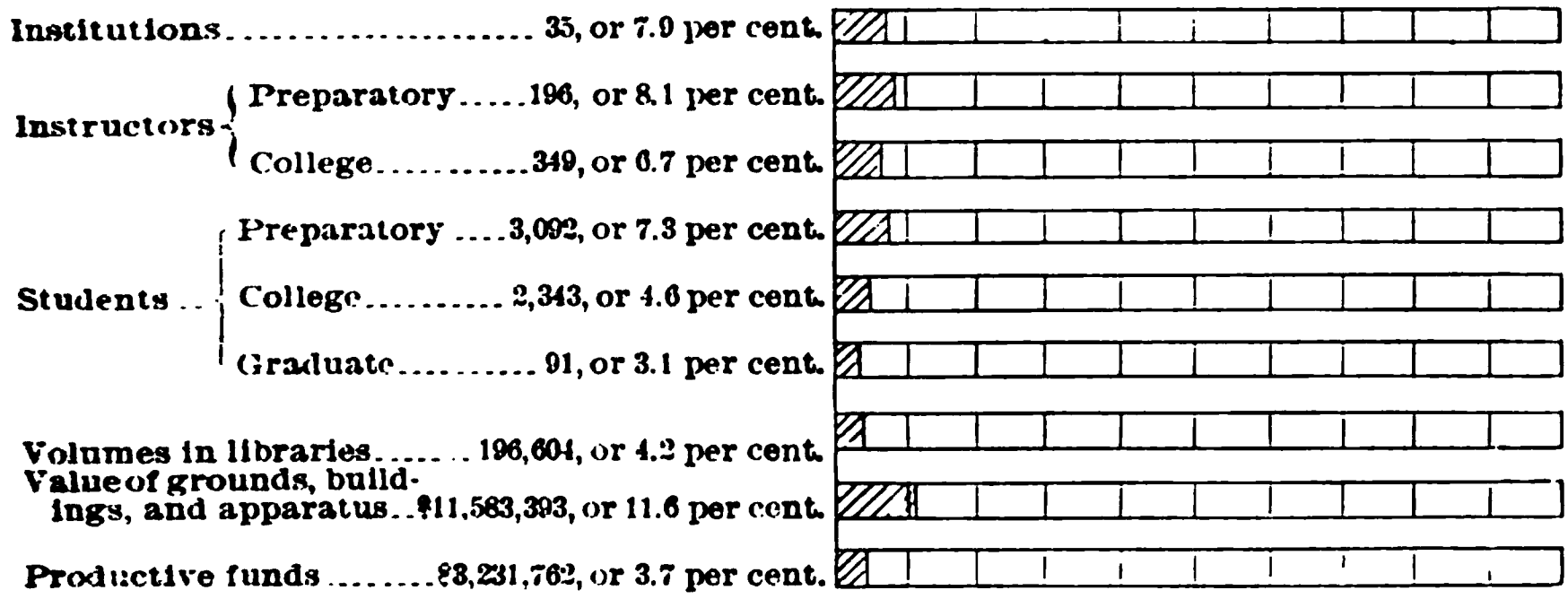
Value of grounds, buildings, and apparatus ..... $7,966,408, or 8 per cent.

Productive funds ..... $6,447,058, or 7.4 per cent.

NORTH CENTRAL DIVISION.



WESTERN DIVISION.



CHAIRS OF PEDAGOGY IN UNIVERSITIES AND COLLEGES.

The catalogues of the following-named institutions show that professors of pedagogy, didactics, or science and art of teaching, are included in the faculties of the several institutions. An asterisk (*) placed before the name of an institution shows that the professorship includes other studies besides pedagogy, while a dagger (†) denotes a lectureship:

* La Fayette College, La Fayette, Ala.
* Hendrix College, Conway, Ark.
* Arkansas Industrial University, Fayetteville, Ark.
University of California, Berkeley, Cal.
Leland Stanford Junior University, Palo Alto, Cal.
* University of Colorado, Boulder, Colo.
† Yale University, New Haven, Conn.
* John B. Stetson University, De Land, Fla.
* Seminary West of the Suwannee River, Tallahassee, Fla.
University of Illinois, Champaign, Ill.
University of Chicago, Chicago, Ill.
Northwestern University, Evanston, Ill.
Illinois College, Jacksonville, Ill.
Lake Forest University, Lake Forest, Ill.
* Wheaton College, Wheaton, Ill.
Indiana University, Bloomington, Ind.
* Union Christian College, Merom, Ind.
Moores Hill College, Moores Hill, Ind.
* Ridgeville College, Ridgeville, Ind.
* Drake University, Des Moines, Iowa.
* Iowa College, Grinnell, Iowa.

* Simpson College, Indianola, Iowa.
* State University of Iowa, Iowa City, Iowa.
* Iowa Wesleyan University, Mount Pleasant, Iowa.
* Cornell College, Mount Vernon, Iowa.
* University of the Northwest, Sioux City, Iowa.
† Tabor College, Tabor, Iowa.
Western College, Toledo, Iowa.
* Central College, Enterprise, Kans.
* Campbell University, Holton, Kans.
University of Kansas, Lawrence, Kans.
* Lane University, Lecompton, Kans.
* Kansas Wesleyan University, Salina, Kans.
* Southwest Kansas College, Winfield, Kans.
† Berea College, Berea, Ky.
Agricultural and Mechanical College of Kentucky, Lexington, Ky.
Harvard University, Cambridge, Mass.
† Wellesley College, Wellesley, Mass.
Clark University, Worcester, Mass.
Adrian College, Adrian, Mich.
University of Michigan, Ann Arbor, Mich.
Western Michigan College, Grand Rapids, Mich.
* Olivet College, Olivet, Mich.
University of Minnesota, Minneapolis, Minn.
* St. Olaf College, Northfield, Minn.
* Gustavus Adolphus College, St. Peter, Minn.
University of Mississippi, University, Miss.
* Carthage Collegiate Institute, Carthage, Mo.
University of the State of Missouri, Columbia, Mo.
Cotner University, Bethany, Nebr.
† York College, York, Nebr.
University of Nevada, Reno, Nev.
* College of New Jersey, Princeton, N. J.
* University of New Mexico, Albuquerque, N. Mex.
Cornell University, Ithaca, N. Y.
* Keuka College, Keuka College, N. Y.
† Columbia College, New York, N. Y.
University of the City of New York, New York, N. Y.
* Syracuse University, Syracuse, N. Y.
* Fargo College, Fargo, N. Dak.
* University of North Dakota, University, N. Dak
* Ohio University, Athens, Ohio.
Findlay College, Findlay, Ohio.
* Muskingum College, New Concord, Ohio.
* Muhlenberg College, Allentown, Pa.
* Lebanon Valley College, Annville, Pa.
* Ursinus College, Collegeville, Pa.
* Monongahela College, Jefferson, Pa.
* Swarthmore College, Swarthmore, Pa.
Claflin University, Orangeburg, S. C.
* Black Hills College, Hot Springs, S. Dak.
University of Tennessee, Knoxville, Tenn.
* Maryville College, Maryville, Tenn.
* Carson and Newman College, Mossy Creek, Tenn.
University of Texas, Austin, Tex.
* Howard Payne College, Brownwood, Tex.
University of Utah, Salt Lake City, Utah.
Randolph Macon Woman's College, Lynchburg, Va.
† Whitworth College, Sumner, Wash.
West Virginia University, Morgantown, W. Va.
* Beloit College, Beloit, Wis.
* University of Wisconsin, Madison, Wis.
* University of Wyoming, Laramie, Wyo.

Present occupation of men who have held fellowships at Johns Hopkins University.

Institution with which connected.	Professor.	Associate professor.	Adjunct professor.	Assistant professor.	Associate.	Instructor.	Assistant.	Lecturer.	Demonstrator.	Reader.	Fellow by courtesy.	Fellow.	Student.
Allegheny College (Pennsylvania)	1												
Amherst College (Massachusetts)	1												
Aoyama Yeiwa Gakuko, Tokio, Japan	1												
Brown University (Rhode Island)	1					1							
Bryn Mawr College (Pennsylvania)	1				[illegible]			1					
Case School of Applied Science (Ohio)	1												
Clark University (Massachusetts)						[illegible]							
Clemson Agricultural College (South Carolina)		1											
Colby University (Maine)	1												
College of New Jersey	3			1									
College of Physicians and Surgeons (New York									1				
Colorado College	2												
Columbia College (New York)			2			1							
Columbian University (District of Columbia	1												
Concordia College (Wisconsin)	1												
Cornell College (Iowa)	1												
Cornell University (New York)	1	1		2			1						
Dalhousie College (Nova Scotia)	1												
First Middle School of Tokio (Japan)	1												
Georgetown College (Kentucky)	1												
Georgia School of Technology	1												
Hamline University (Minnesota)	1												
Hampden Sidney College (Virginia)	1												
Hartford Theological Seminary (Connecticut)	1												
Harvard University	1			3				1					1
Haverford College (Pennsylvania)	1												
Hobart College (New York)	1												
Illinois Wesleyan University	1												
Indiana University	1												
Iowa College	1												
Iowa State University	1												
Johns Hopkins University (Maryland)	5	3			6	2	1	1	1		7	2	
Kentucky State College	1												
Lafayette College (Pennsylvania)	1												
Leland Stanford Junior University (California)	2			1									
Massachusetts Institute of Technology	1	2				1							
Miami University	1												
Middlebury College (Vermont)	1												
Northwestern University (Illinois)	2												
Ohio Wesleyan University	1												
Pennsylvania College	1												
Randolph-Macon College (Virginia)				1									
Ripon College (Wisconsin)	1												
Rose Polytechnic Institute (Indiana)	1												
Rutgers College (New Jersey)	1		1										
St. Olaf College (Minnesota)	1												
Sapporo Agricultural College (Japan)	1												
Southwestern Presbyterian University (Tennessee)	1												
Swarthmore College (Pennsylvania)	1												
Tulane University (Louisiana)	1												
University College (Toronto)								1					
University of Bonn	1												
University of California	1			1		1							
University of Chicago (Illinois)	2									1			
University of the City of New York	1	1											
University of Colorado	1												
University of Denver (Colorado)								1					
University of Georgia	2												
University of Kansas	1												
University of Maryland	1												
University of Michigan	3			1									
University of Minnesota				1									
University of Nebraska	1						1						
University of North Carolina	2												
University of Pennsylvania	1												
University of the South	1												
University of South Carolina	2												
University of Texas	1	1											
University of Tokio (Japan)	1												
University of Toronto	1												
University of Vermont	1												
University of Wisconsin	2			2		2							

Present occupation of men who have held fellowships at Johns Hopkins University—Continued.

Institution with which connected.	Professor.	Associate professor.	Adjunct professor	Assistant professor.	Associate.	Instructor	Assistant.	Lecturer.	Demonstrator.	Reader	Fellow by courtesy	Fellow.	Student.
Upper Canada College (Toronto)	1												
Vassar College		1											
Washington (District of Columbia) High School						1							
Wesleyan University (Connecticut)		1					1						
Western Reserve University (Ohio)						1							
William Jewell College (Missouri)	1												
William and Mary College (Virginia)	1												
Williams College (Massachusetts)	1			2									
Woman's College of Baltimore (Maryland)		3											
Yale University						1							
Total	33	16	3	16	8	13	4	5	2	1	7	2	1
Baltimore, Md						1							
Farmington, Conn						1							
London, England						1							

MISCELLANEOUS.

Chemists	7	U. S. Census	1
Lawyers	3	U. S. Patent Office	1
Editors	3	U. S. Geological Survey	1
Clergymen	2	U. S. Coast and Geodetic Survey	1
Students	7	Secretary Associated Charities	1
Observatory work	1	Director of physical training	1
Physicians	4	Occupations unknown	10
Geologist	1	Dead	8
Electrician	1		
Librarian	1	Total	66
Laboratory work	1		

Of the 55 men included under miscellaneous occupations, twenty nine were formerly engaged in teaching.

Occupations of men (excluding fellows) who have received the Ph. D. degree at Johns Hopkins University.

Institution with which connected.	Head professor.	Professor	Associate professor	Adjunct professor	Assistant professor	Associate.	Instructor.	Assistant.	Lecturer.
Alabama Agricultural and Mechanical College		1							
Bryn Mawr College (Pennsylvania)			1						
Carleton College (Minnesota)		1							
Clark University (Massachusetts)					1				
Clemson Agricultural College (South Carolina)			1						
Davidson College (North Carolina)		1							
Geneva College (Pennsylvania)		1							
Georgetown College (Kentucky)		2							
Illinois Wesleyan University		1							
Johns Hopkins University (Maryland)			1			4	1		
Leland Stanford Junior University (California)		2							
National Deaf-Mute College (District of Columbia)		1							
Ohio State University			1						
Oskaloosa College (Iowa)		1							
Pennsylvania State College			1						
Rose Polytechnic Institute (Indiana)		1							
St. John's College (Maryland)		1						1	
Sapporo Agricultural College (Japan)		1							
Shattuck School (Minnesota)							1		
Swarthmore College (Pennsylvania)		1							
Trinity College (North Carolina)		1							
U. S. Naval Academy (Maryland)		1			1				
University of California							1		
University of Chicago	1								
University of Cincinnati		1							
University of Georgia								1	
University of Michigan							1		
University of Nebraska		1							
University of Pennsylvania					1				
University of South Carolina				1					
University of Toronto									1
University of Wisconsin		2							
Washington (District of Columbia) High School							1		
Wesleyan University (Connecticut)		1	1						
Western Reserve University (Ohio)		1							
Wittenberg College (Ohio)		1							
Woman's College of Baltimore			1						
Total	1	25	7	1	3	4	5	1	1

MISCELLANEOUS.

Instructors (private)	3	Clergymen	1
Chemists	3	Librarian	1
Editors	2	Unknown	3
Lawyers	3		
Physicians	2	Total	18

Of the 18 men included under miscellaneous occupations, six were formerly engaged in teaching.

Present occupation of men who have been connected with Clark University, Worcester, Mass.

Institution with which now connected.	President.	Head professor	Professor	Associate professor	Assistant professor.	Lecturer.	Instructor	Assistant.	Tutor.	Reader.	Docent.	Fellow	Student.
Adrian College (Michigan)	1												
Bethel College (Kentucky)			1										
Brown University (Rhode Island)			1										
Bryn Mawr College (Pennsylvania)				1									
Chicago High School							1						
Clark University (Massachusetts)			2		4	2	3	1				19	11
College for Training of Teachers (New York)					1								
Colorado College			1										
College of New Jersey							1						
Cornell University							1						
Harvard University							2						1
Higher Normal School (Japan)			1										
Indiana University			1										
Johns Hopkins University							1						
Maine State College							1						
Massachusetts Institute of Technology							2						
Northwestern University (Illinois)				1									
Ohio University			1										
State Normal School, Winona, Minn			1										
University of Chicago		2	3	1	2		1	1	2	1	1	10	
University of Cincinnati			1										
University of the City of New York			1										
University of Illinois			1										
University of Leipzig													1
University of Michigan			1				1						
University of Munich							1						
University of Strassburg													1
University of Texas			1										
University of Toronto						1							
University of Wisconsin							2						
Western Michigan College	1												
Worcester Polytechnic Institute				1									
Yale University							1						
Total	2	2	17	4	7	3	16	2	2	1	1	29	14

Miscellaneous occupation	10
Occupation not given	11
Dead	1

CHAPTER XX.

COLLEGES FOR WOMEN.

DISCUSSION OF STATISTICS.

Division A.—The total number of colleges for women reporting to this Office during the year 1891-'92 was 158, of which number 14 have been placed in a class by themselves. The summarized statistics of these 14 institutions are given in the two following tables:

COLLEGES FOR WOMEN, 1891-'92—DIVISION A.

Professors and students.

States	Number of institutions.	Professors and instructors.						Students.			
		Preparatory department.		Collegiate department.		Total number		Preparatory department.	Collegiate department.	Graduate department.	Total number.
		Male.	Female.	Male.	Female.	Male.	Female.				
United States	14	12	35	189	201	190	230	540	2,838	78	3,456
North Atlantic Division	11	2	6	157	181	165	191	95	2,427	78	2,674
South Atlantic Division	1	10	17	12	11	14	18	385	75	0	360
North Central Division	1	0	0	15	2	15	2	0	45	0	45
Western Division	1	0	12	5	7	5	19	160	11	0	180
North Atlantic Division											
Massachusetts	4	0	0	90	122	90	122	0	1,709	28	1,862
New York	5	0	4	34	45	41	54	81	561	53	785
New Jersey	1	0	2	14	5	15	7	14	23	0	37
Pennsylvania	1	0	0	19	9	19	9	0	143	27	170
South Atlantic Division											
Maryland	1	10	17	12	11	14	18	385	75	0	360
North Central Division:											
Ohio	1	0	0	15	2	15	2	0	45	0	45
Western Division:											
California	1	0	12	5	7	5	19	160	11	0	180

COLLEGES FOR WOMEN, 1891-'92—DIVISION A.

Students.

States.	Students.									
	Number in collegiate department pursuing courses leading to—				In pedagogical course.	In special or partial courses.	Number of freshmen prepared in			
	A. B. degree.	Ph. B. degree.	B. L. degree.	B. S. degree.			Preparatory departments.	Private preparatory schools.	Public high schools.	Private study.
United States	1,203	2	301	352	20	342	20	355	830	17
North Atlantic Division	1,271		292	352	20	319	27	335	837	17
South Atlantic Division		0	0	0	0					
North Central Division	20					23				
Western Division	2	0	0	0	0	0	2	0	2	0
North Atlantic Division.										
Massachusetts	707		240	330	20	229	2	253	599	7
New York	419		12	22		46	23	61	73	7
New Jersey	7					16				
Pennsylvania	138	0	0	0	0	28	2	50	9	3
South Atlantic Division										
Maryland		0	0	0	0					
North Central Division										
Ohio	20	2				23				
Western Division										
California	2	0	0	0	0	0	2	0	2	0

Property.

States.	Number of scholarships.	Number of fellowships.	Number of endowed professorships.	Volumes in libraries.	Value of scientific apparatus and libraries.	Value of grounds and buildings.
United States	161	9	6	135,000	$387,536	$1,238,119
North Atlantic Division.	148	7	5	106,166	367,656	3,548,119
South Atlantic Division					10,000	340,000
North Central Division		2		25,000		100,000
Western Division	13	0	1	4,500	10,000	250,000
North Atlantic Division:						
Massachusetts	138		1	66,500	168,508	1,921,619
New York	1	0	4	29,166	166,648	1,026,500
New Jersey						
Pennsylvania	9	7	0	10,500	35,000	560,000
South Atlantic Division:						
Maryland					10,000	340,000
North Central Division:						
Ohio		2		25,000		100,000
Western Division:						
California	13	0	1	4,500	10,000	250,000

Property and income.

States.	Amount of productive funds.	Income.				Benefactions.
		From tuition fees.	From productive funds.	From all other sources.	Total income.	
United States	$2,237,357	$619,095	$191,594	$116,301	$941,990	$146,602
North Atlantic Division	2,842,357	551,095	178,594	116,301	860,990	83,602
South Atlantic Division	150,000	18,000	8,000		26,000	
North Central Division	170,000					60,000
Western Division	75,000	50,000	5,000		55,000	1,000
North Atlantic Division:						
Massachusetts	735,875	343,092	74,418	26,792	444,302	41,527
New York	1,386,482	194,503	62,098	43,835	300,436	42,855
New Jersey					15,000	
Pennsylvania	700,000	13,500	42,078	45,674	101,252	1,250
South Atlantic Division:						
Maryland	150,000	18,000	8,000		26,000	
North Central Division:						
Ohio	170,000					60,000
Western Division:						
California	75,000	50,000	5,000		55,000	1,000

An examination of these tables shows that the preparatory work done by these institutions is very little indeed, the number of students pursuing such work being but 15.9 per cent of the total number. Another noticeable feature is the large proportion of students pursuing courses of study leading to the degree of A. B. The number of such students is 1,293, or 66.4 per cent of the total number in degree courses. The preparation of the freshmen of these schools forms another interesting item. While it is found that in the colleges for males and in the coeducational colleges but 35.8 per cent of the students were prepared in public high schools, the foregoing table shows that 63.2 per cent of the freshmen included in the table were prepared in such schools. The institutions in this class are fairly well endowed, 81.1 per cent of the total amount of productive funds reported by colleges for women being reported by these few institutions.

Division B.—The statistics relating to professors and students of the 141 colleges for women of Division B are included in the following summarized table:

COLLEGES FOR WOMEN, 1891-'92—DIVISION B.

Summary of statistics of professors and students.

States.	Number of institutions	Professors and instructors.		Students.					
		Male.	Female.	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate students.	Total number.
United States	144	353	1,409	2,150	2,815	3,527	9,909	78	21,158
North Atlantic Division	13	61	172	96	538	960	551	9	2,457
South Atlantic Division	48	123	443	668	668	953	3,844	24	5,782
South Central Division	53	102	452	1,140	1,012	928	4,164	22	8,086
North Central Division	28	67	307	212	561	732	1,225	11	2,717
Western Division	2	0	29	32	36	54	16	2	140
North Atlantic Division:									
Maine	2	11	10		118	311	16		445
New Hampshire	1	4	8		42	102	21	1	166
Massachusetts	1	11	32	0	19		63	1	161
New York	1	3	42	55	221	278	131	5	760
New Jersey	1	5	6			29			29
Pennsylvania	7	27	84	43	68	140	320	2	896
South Atlantic Division:									
Maryland	2	8	19		17	85	95	9	206
Virginia	15	44	145	168	247	470	760	11	1,911
West Virginia	1	1	2						35
North Carolina	11	25	99	86	157	148	744		1,378
South Carolina	7	19	62	101	75	112	742	3	1,083
Georgia	12	26	116	313	172	139	1,503	1	2,128
South Central Division:									
Kentucky	15	29	127	399	278	218	1,047	2	2,102
Tennessee	15	36	129	271	285	155	1,315	9	2,486
Alabama	8	9	85	163	116	157	798	13	1,306
Mississippi	11	17	81	179	209	226	712	5	1,472
Louisiana	2	5	9	88	59	55	117		319
Texas	2	6	21	40	65	117	175	3	400
North Central Division:									
Ohio	7	13	97	24	102	297	193	3	900
Illinois	5	15	68	29	81	128	122	1	347
Wisconsin	3	4	14		121	24	24		169
Minnesota	1	1	7			31	16	1	48
Missouri	11	32	97	128	162	116	735	6	1,453
Kansas	1	2	24	40	105	37	135		300
Western Division:									
California	2	0	29	32	36	54	16	2	140

COLLEGES FOR WOMEN, 1891-'92—DIVISION B.

Summary of statistics of students.

States.	Students.								
	Number in collegiate department pursuing courses leading to—					Number in pedagogical course.	Number in music.	Number in art.	Number in special or partial courses.
	A. B degree.	Ph. B. degree.	M. E. L. degree.	B. S. degree.	Other first degrees.				
United States	2,429	12	1,296	609	516	409	9,048	3,031	1,913
North Atlantic Division	164	.....	70	.....	51	8	728	299	249
South Atlantic Division	1,216	.....	399	113	78	127	3,418	1,078	805
South Central Division	726	.....	721	430	209	261	3,386	1,118	572
North Central Division	318	8	102	62	208	7	1,422	466	307
Western Division	5	4	3	4	.....	6	94	70	10
North Atlantic Division:									
Maine	16	.....	.....	.....	40	8	137	60	130
New Hampshire	.....	.....	10	.....	11	.....	30	20	95
Massachusetts	.....	.....	.....	.....	.....	.....	111	17	.....
New York	0	0	0	0	0	0	.....	0	20
New Jersey	0	0	0	0	0	.....	26	5	.....
Pennsylvania	148	.....	60	.....	.....	.....	421	197	4
South Atlantic Division:									
Maryland	21	.....	20	.....	.....	.....	126	61	45
Virginia	69	.....	97	73	15	4	1,109	323	185
West Virginia	.....	.....	.....	.....	.....	.....	21	.....	7
North Carolina	90	.....	15	.....	63	19	719	227	374
South Carolina	291	.....	123	.....	.....	.....	453	139	28
Georgia	745	.....	144	40	.....	104	987	328	166
South Central Division:									
Kentucky	185	.....	83	131	114	21	777	226	60
Tennessee	258	.....	108	113	45	61	953	298	163
Alabama	54	.....	232	40	50	26	645	214	158
Mississippi	156	.....	255	14	.....	143	642	289	136
Louisiana	28	.....	10	32	.....	10	63	19	8
Texas	45	.....	30	100	.....	.....	306	72	47
North Central Division:									
Ohio	80	5	48	34	3	.....	235	155	138
Illinois	45	.....	50	.....	56	.....	414	79	.....
Wisconsin	17	.....	.....	.....	.....	4	36	10	.....
Minnesota	5	.....	.....	11	.....	.....	17	.....	.....
Missouri	127	3	4	17	149	.....	603	169	119
Kansas	38	.....	.....	.....	.....	3	117	47	50
Western Division:									
California	5	4	3	4	.....	6	94	70	10

As will be seen from this table, a comparatively large number of students are reported in the primary department. A large number of the institutions included in this division maintain courses of study from the kindergarten to the end of a college course, thus rendering necessary the maintaining of a large number of classes. The proportion of students in courses of study leading to a degree is comparatively small, but the number of students pursuing studies in music and art is large.

Some idea of the kind of instruction imparted by these institutions may be obtained from the following table, giving the number of students pursuing the different studies in 1891-'92:

Number of students pursuing the following studies.

States.	Number of college students reported by institutions reporting number of students in the several studies.	Latin grammar	Cæsar.	Cicero.	Virgil.	Livy.	Horace.	Tacitus	Juvenal.	Greek grammar.	Xenophon.	Homer.
United States	6,616	2,700	960	747	770	227	476	140	75	195	123	98
North Atlantic Division.	452	311	179	145	129	3	52	.....	19	35	27	27
South Atlantic Division	2,534	1,015	325	272	278	115	197	95	20	118	70	53
South Central Division	3,563	997	329	185	231	97	145	40	31	24	11	11
North Central Division	467	344	157	145	132	12	82	5	5	18	8	5
Western Division	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Atlantic Division:												
Maine	16	65	30	22	31	3	7	.....	.....	31	29	21
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	63	53	12	9	7	.....	1	.....	.....	2	.....	.....
New York	131	44	93	70	53	0	33	0	19	0	[illegible]	6
New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	242	150	54	25	35	.....	11	.....	.....	5	[illegible]	.....
South Atlantic Division:												
Maryland	95	43	25	12	18	.....	10	.....	.....	5	5	5
Virginia	497	303	93	65	92	29	58	33	20	3	[illegible]	2
West Virginia	.....	5	3	0	2	0	0	0	0	0	0	0
North Carolina	457	116	30	13	21	9	15	7	.....	.....	.....	.....
South Carolina	702	192	65	56	54	12	29	13	.....	.....	.....	.....
Georgia	783	380	100	126	88	65	85	46	.....	111	66	46
South Central Division.												
Kentucky	668	276	79	55	82	30	20	18	12	6	7	7
Tennessee	785	291	105	59	75	23	61	17	17	5	[illegible]	2
Alabama	498	133	49	17	46	15	47	.....	.....	1	.....	1
Mississippi	513	236	78	37	13	29	17	2	2	.....	.....	.....
Louisiana	34	36	13	12	8	.....	.....	.....	.....	12	[illegible]	.....
Texas	45	25	5	5	7	.....	.....	3	.....	.....	.....	.....
North Central Division:												
Ohio	90	130	66	85	61	4	48	2	5	7	3	2
Illinois	122	129	51	30	42	8	25	3	.....	6	[illegible]	.....
Wisconsin	14	6	4	4	4	.....	.....	.....	.....	.....	.....	.....
Minnesota	16	16	4	.....	3	.....	3	.....	.....	5	3	3
Missouri	90	20	16	8	10	.....	3	.....	.....	.....	.....	.....
Kansas	135	23	16	0	9	.....	.....	.....	.....	.....	.....	.....
Western Division:												
California	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Number of students pursuing the following studies—Continued.

States.	Herodotus.	Elementary French.	Advanced French.	Elementary German.	Advanced German.	Psychology.	Ethics.	Logic.	Metaphysics	Political Economy.	Plane Geometry	Solid Geometry.	Analytical Geometry.
United States	11	1,292	793	744	529	948	709	650	567	431	1 309	879	232
North Atlantic Division	2	300	308	203	205	125	127	100	43	51	137	82	13
South Atlantic Division		641	302	248	117	286	258	239	253	118	574	356	111
South Central Division	5	231	110	103	90	303	303	239	276	167	493	316	80
North Central Division	4	120	79	130	116	138	107	74	61	100	181	125	18
Western Division						4	4	4	4		2		
North Atlantic Division:													
Maine		35	20	16	11	32	31	17		35	51	16	
New Hampshire													
Massachusetts	1	26	40	18	26		10	10	10			25	2
New York	1	194	202	123	122	26	26	27	26	0	45	27	4
New Jersey													
Pennsylvania		45	46	46	46	67	60	43	7	10	28	14	7
South Atlantic Division:													
Maryland		25	18	34	22	40	33	30	42	31	33	33	13
Virginia		323	153	62	33	55	60	30	24		124	91	27
West Virginia	0	0	0	0	0	0	0	5					
North Carolina		131	5	54	6	9	31	21	3	23	96	111	
South Carolina		89	43	21	8	83	113	73	21	3	138	81	7
Georgia		173	81	77	49	97	21	71	93	56	177	34	65
South Central Division:													
Kentucky	2	80	12	57	30	58	61	40	61	56	101	61	
Tennessee	3	62	33	34	38	111	93	101	87	71	102	106	15
Alabama		52	27	22	14	80	49	31	28	10	144	48	
Mississippi		20	25	15	4	22	90	60	100	30	98	69	41
Louisiana		11	2			15					23	23	4
Texas				7	4	9	9	7			15	7	
North Central Division:													
Ohio	2	53	29	43	36	50	49	45	29	33	66	49	8
Illinois		49	30	61	48	52	36	24	20	41	64	30	
Wisconsin				5	5	4			4		5	4	0
Minnesota	2	5	3	3	6	3			3	7	10	10	
Missouri		3	3		10	21	20	5	3	11	23	20	10
Kansas		10	15	13	11	2	2		2	8	16	12	
Western Division:													
California						4	4	4	4		2		

Number of students pursuing the following studies—Continued.

States.	Algebra (to quadratics).	Algebra (beyond quadratics).	Trigonometry.	Calculus.	Physics.	Chemistry.	Botany.	Zoology.	Geology.	Astronomy.	History (other than United States).	English literature.
United States	2,174	1,463	861	42	1,584	1,303	1,255	692	797	1,606	2,783	2,496
North Atlantic Division	214	115	43	12	184	170	98	105	96	121	500	328
South Atlantic Division	801	538	285	5	606	481	498	124	221	285	1,057	1,136
South Central Division	889	575	343	18	597	480	443	367	350	394	868	754
North Central Division	262	134	90	9	197	166	216	95	123	130	352	270
Western Division	8	6	..	..	..	6	..	..	5	5	6	6
North Atlantic Division												
Maine	50	35	5	.	58	47	25	30	17	33	87	42
New Hampshire	..	.	.	..	.	.	.	.	.	..	..	..
Massachusetts	..	32	27	.	4	8	10	.	8	..	121	49
New York	81	27	7	5	49	28	19	80	0	12	189	98
New Jersey	..	..	..	..	..	..	..	..	..	..	..	..
Pennsylvania	82	21	4	7	80	67	44	16	70	76	178	145
South Atlantic Division:												
Maryland	39	45	39	..	47	45	41	41	33	52	67	110
Virginia	223	172	71	..	115	88	99	55	30	65	222	420
West Virginia	10	7	..	..	9	..	..	..	..	..	10	9
North Carolina	203	151	56	..	130	130	98	6	27	55	295	147
South Carolina	146	131	95	5	144	101	163	20	40	83	153	169
Georgia	181	130	124	..	157	117	91	2	91	80	301	283
South Central Division												
Kentucky	177	83	55	..	131	108	113	121	77	73	157	207
Tennessee	249	140	73	5	167	131	102	123	105	109	220	216
Alabama	142	140	120	..	158	133	123	..	77	18	246	158
Mississippi	236	184	75	11	96	99	85	123	82	66	143	123
Louisiana	65	13	13	..	27	..	..	..	..	..	70	21
Texas	20	15	7	..	20	9	20	..	9	20	20	36
North Central Division.												
Ohio	83	53	20	9	78	61	72	11	41	39	115	124
Illinois	116	37	46	..	81	81	83	45	63	60	160	85
Wisconsin	6	6	6	.	4	2	8	5	.....	.	6	6
Minnesota	5	8	..	..	..	5	6	..	..	7	15	12
Missouri	25	12	10	.	26	10	24	28	17	11	27	29
Kansas	13	13	2	.	6	17	21	11	2	13	19	14
Western Division.												
California	.	6				6	....	....	8	5	6	6

The above table shows that the institutions reporting the number of students pursuing the several studies also reported 6,016 students in the college departments. Excluding the studies in the above table commonly known as preparatory studies, we find that the number of students pursuing the several studies is small when compared with the number of college students reported.

The items respecting the property and income of the 141 institutions are given in the following table:

Property.

States.	Volumes in libraries.	Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
United States	203,472	$198,312	28,348,750	$717,132
North Atlantic Division	40,550	45,172	1,360,470	190,000
South Atlantic Division	56,044	69,100	2,379,200	132,500
South Central Division	49,053	50,450	2,182,100	70,500
North Central Division	51,825	27,590	2,201,760	324,132
Western Division	6,000	6,000	225,220	0
North Atlantic Division				
Maine	9,000	4,000	207,000	141,000
New Hampshire	2,000		100,000	49,000
Massachusetts	1,850		95,000	0
New York	5,600	30,922	218,470	0
New Jersey	1,000		300,000	
Pennsylvania	21,100	20,250	440,000	
South Atlantic Division:				
Maryland	4,500	8,000	150,000	30,000
Virginia	14,900	20,025	755,000	4,000
West Virginia			8,000	
North Carolina	13,420	7,550	483,000	7,500
South Carolina	5,450	7,600	210,000	1,000
Georgia	17,774	19,925	773,200	90,000
South Central Division:				
Kentucky	12,750	12,950	529,000	
Tennessee	13,180	9,950	608,000	40,500
Alabama	10,729	12,150	527,000	
Mississippi	8,084	12,900	328,100	
Louisiana	2,900	1,900	50,000	30,000
Texas	2,300	600	140,000	
North Central Division:				
Ohio	15,600	12,500	675,000	109,132
Illinois	15,100	2,500	423,760	30,000
Wisconsin	5,000	5,000	125,000	75,000
Minnesota	1,800	1,000	50,000	26,000
Missouri	12,125	5,590	535,000	81,000
Kansas	2,800	1,000	393,000	3,000
Western Division:				
California	6,000	6,000	225,220	0

Income.

States.	Income.					Benefactions.
	From productive funds.	From tuition fees.	From State or municipal appropriations.	From all other sources.	Total income.	
United States	$40,250	$1,261,941	$49,247	$204,210	$1,836,598	$73,485
North Atlantic Division	10,100	282,745	.....	5,500	326,345	5,825
South Atlantic Division	7,020	393,625	20,900	38,200	506,245	8,260
South Central Division	5,880	346,690	28,347	119,610	573,977	18,900
North Central Division	17,250	227,131	.....	40,900	418,281	40,500
Western Division	0	11,750	.....	.....	11,750	.....
North Atlantic Division:						
Maine	7,200	15,641	.....	.....	22,841	1,250
New Hampshire	2,900	9,000	.....	.....	11,900	.....
Massachusetts	0	50,000	0	.....	50,000	0
New York	0	67,704	0	5,500	73,204	4,500
New Jersey	.....	1,400	.....	.....	1,400	.....
Pennsylvania	.....	139,000	.....	.....	167,000	75
South Atlantic Division:						
Maryland	1,500	35,000	.....	.....	36,500	.....
Virginia	240	139,250	.....	.....	153,990	360
West Virginia	.....	1,575	.....	.....	1,575	0
North Carolina	.....	86,250	.....	6,300	104,550	1,100
South Carolina	80	49,500	400	5,100	75,080	.....
Georgia	5,200	82,050	20,500	26,800	134,550	6,800
South Central Division:						
Kentucky	.....	101,750	.....	15,250	156,000	1,350
Tennessee	3,080	107,120	.....	46,700	156,900	17,050
Alabama	.....	68,590	.....	55,560	136,150	.....
Mississippi	.....	46,430	26,047	2,100	97,027	500
Louisiana	2,800	7,300	2,000	.....	12,100	.....
Texas	.....	15,500	300	.....	15,800	.....
North Central Division:						
Ohio	8,900	67,500	.....	11,800	118,200	12,000
Illinois	2,100	46,500	.....	18,500	89,100	.....
Wisconsin	4,500	14,500	.....	4,000	23,000	500
Minnesota	1,570	6,000	.....	1,600	9,170	28,000
Missouri	5,000	65,131	.....	.....	146,131	.....
Kansas	180	27,500	.....	5,000	32,680	.....
Western Division:						
California	0	11,750	.....	.....	11,750	.....

Considering the number of institutions concerned, the amounts of the items here given are very small. This is especially true of the amount of endowment funds, $717,132. This amount is found to be reported by twenty-five institutions, thus leaving one hundred and nineteen institutions without any endowment whatsoever. These institutions depend mainly for support on tuition fees and charges for board; 68.8 per cent of the total income for 1891-'92 was derived from tuition fees. The benefactions to this class of institutions are also very small, the total amount given in 1891-'92 being but $73,485.

The number of degrees conferred by these institutions in 1891-'92 is given in the following table:

Degrees conferred.

States.	M. E. L. or B. L.	A. B.	B. S.	A. M.	Mus. B.	B. Paint.	M. L. A.	L. S.	L. A.
United States	[illegible]	337	101	91	100	35	5	3	4
North Atlantic Division	13	23	2		8	1	3	3	4
South Atlantic Division	29	161	34	14	30	8			
South Central Division	232	112	12	61	28	25			
North Central Division	48	41	13	16	34	1	2		
North Atlantic Division									
Maine		2						3	4
New Hampshire	1						3		
Pennsylvania	12	21	2		8	1			
South Atlantic Division:									
Maryland	12				2	3			
Virginia	1	14	8	8	2	2			
North Carolina		6		6	2				
South Carolina	6	53			4				
Georgia	10	103	26		21	3			
South Central Division									
Kentucky	9	32	22	4	6				
Tennessee	74	30	9	15	5	1			
Alabama	83	32		41	22	19			
Mississippi	62	16	7		5	5			
Louisiana			5	1					
Texas	4	2	9						
North Central Division:									
Ohio	13	21	6	4					
Illinois	11	6			1		2		
Minnesota			3						
Missouri	24	9	4	12	21	1			
Kansas		5							

CHAPTER XXI.

THE PLACE OF UNIVERSITY EXTENSION IN AMERICAN EDUCATION.

[The following address, delivered by the Commissioner of Education at the First Annual Meeting of the National Conference on University Extension, held at Philadelphia, December, 1891, discusses the significance of the new movement, and its bearings on the educational means and appliances now existing in the United States.]

LADIES AND GENTLEMEN, DELEGATES TO THE NATIONAL CONFERENCE ON UNIVERSITY EXTENSION: I have been requested to direct my remarks to the general bearings of the question of university extension. I shall therefore offer some considerations regarding the threefold structure of our educational system into elementary, secondary, and higher education, and discuss the general features which distinguish each grade. I shall endeavor to show that higher education is the sanest and healthiest form of education, because it gives the student the means of correcting one-sided views. It gives him the method of study which compares one science with another and one branch of learning with another, and always bears in mind the important question: How does this element of knowledge relate to the conduct of human life? From this point of view I shall explain why university extension seems to me to be one of the most important movements in our time. An exhibition of the fragmentary nature of elementary education and the necessity which has caused this fragmentary character to adhere to it, will make it evident, I hope, that the directors of higher education have a sacred duty to perform in extending, by all legitimate means, the spirit of their methods into the studies which the adult population carry on by means of the newspaper, the periodical, and the book, throughout life.

Let me ask your attention, first, to the general aspects of our civilization. Let us consider the active means at work to produce cosmopolitan civilization and obliterate local and provincial peculiarities.

The most striking characteristic of our modern civilization is that which has to do with the intercommunication of one people with another. The wonders of modern invention are to be found especially in this field of human activity. In the first place, the facilities for travel by land and by sea bring together a greater and greater number of people in each succeeding year. Think of the increase of the number of Americans that have visited Europe—of the number of Europeans that have visited America. Think of the increasing number of people residing in the Atlantic slope who have visited the cities of the Mississippi Valley and the far-off Pacific coast. The personal presence

and the humane, friendly interest of foreign people in this country form a perpetual educative influence, converting our people to cosmopolitan views and sympathies. But the educative influence of travel is small compared with that of intercommunication by means of letters and literature. In our time we have seen epic, dramatic, and lyric literature retire into the background before the novel or romance as a literary work of art. The novel has been called the prose epic, or the epic of commonplace, middle-class citizens. But the novel in our time has extended its gamut from the description of society manners and customs and the petty events of courtship and marriage to the all-including scientific and historical movements which constitute the highest fields of intellectual labor. In the modern novel we have Shakespeare's mirror, that is held up to reflect society and the individual. We have the painting of the slums, the *demi-monde*, the processes of the schools, the Church; we have fully-colored pictures of ancient historic life, long buried, and brought to life only by the labors of archæology; we have a series of historical pictures, growing rapidly to a great gallery of paintings, illustrating mediæval times, the beginnings of modern times, and, finally, the events of a century ago—Tolstoi's Napoleonic wars, the Crimean war, Walter Scott's historical pictures; Victor Hugo, Thackeray, and a thousand writers less significant and still important. Each reading public learns to know the character and motives of its fellow-men in far-off countries or far-off epochs. Out of this comes the feeling of the solidarity of the human race. Every one feels that there is nothing human that he can consider to be entirely strange to him.

But even the novel is not to be compared, in its influence, with the daily newspaper and periodical press as an instrument invented by the human spirit to bring about the higher unity and synthesis of all peoples. Not only shall each people combine in itself the best that has been realized by other peoples, but each human individual shall take his morning survey of the daily movement of nations and colossal enterprises.

Here is the significance of our new university extension movement, which we are here to-day to celebrate by this conference. University extension proposes to avail itself of the new inventions and instrumentalities which have been developed in the interests of commerce and the ordinary interchange of opinion, and send the currents of higher thought, higher scholarship, and higher sentiment through these channels, so as to directly influence all men.

In brief, university extension proposes to itself to gain possession of the organs of public opinion, and it is evident that this enterprise is one of the most important undertaken in our century since the establishment of the common public school.

In the most advanced civilization we find the completest system of means for the formation and promulgation of public opinion. All persons in the community, by means of the newspaper, look upon the same event, look upon the same sketch of public policy marked out by the statesman, listen to the same arguments, and take sides in view of the weight of argument. The public opinion thus organized is not the public opinion of a village or a province. It is the public opinion of the whole country, and a public opinion which is formed, or secreted, so to speak, by the aggregate action of all the minds in the nation. In fact, this does not state it strongly enough. The public opinion of a newspaper-reading age is an international public opinion, a public opinion which takes into it as a determining element the views and opinions of other civilized nations.

But this kind of public opinion can not be found in an illiterate community, nor can the newspaper, which is the instrument for forming and disseminating such public opinion, penetrate an illiterate community.

In old times, before the statesman could watch the verdict of public opinion on a proposed measure, he was perhaps obliged to take action. The diplomats found themselves obliged to plunge the nation into war. In our time, with the telegraph, and the newspaper, and a universal reading people, the dial of public opinion is visible to all statesmen and leaders of the people, and it is possible to avoid an appeal to the final court of arms.

It is evident enough that the first requisite for the efficiency of these instrumentalities is a universal diffusion of common school education, and an ability on the part of all the people to read and understand the printed page. This is given in the common schools. The question arises at once, at this point: Why do not the common schools give an all-sufficient education? Why is not elementary education all that is desired among the people? Is it not true, that if the schools teach the people how to read, and the universal prevalence of periodicals and books furnishes what to read, that the life of the people is turned into a constant education? Will not such reading—such as the elementary school provides for—lead necessarily to the diffusion of all human learning?

In order to answer this question properly, and to see the grounds which exist for the movement known as university extension, let us consider for a moment the difference between elementary school education and university education. The child who is of the proper age to learn how to read has not acquired an experience of life sufficient for him to understand very much of human nature. He has a quick grasp of isolated things and events, but he has very small power of synthesis. He can not combine things and events in his little mind so as to perceive processes and principles and laws—in short, he has little insight into the trend of human events or into logical conclusions which follow from convictions and principles. This is the characteristic of primary or elementary instruction, that it must take the world of human learning in fragments and fail to see the intercommunication of things. The education in high schools and academies which we call secondary education begins to correct this inadequacy of elementary education; it begins to study processes; it begins to see how things and events are produced; it begins to study causes and productive forces. But secondary education fails, in a marked manner, to arrive at any complete and final standard for human conduct, or at any insight into a principle that can serve as a standard of measure. It is the glory of higher education that it lays chief stress on the comparative method of study; that it makes philosophy its leading discipline; that it gives an ethical bent to all of its branches of study. Higher education seeks as its goal the unity of human learning. Each branch can be thoroughly understood only in the light of all other branches. The best definition of science is that it is the presentation of facts in such a system that each fact throws light upon all the others and is in turn illuminated by all the others.

The youth of proper age to enter upon higher education has already experienced much of human life and has arrived at the point where he begins to feel the necessity for a regulative principle and guiding principle of his own with which he may decide the endless questions which press themselves upon him for settlement. Taking the youth at this

moment, when the appetite for principles is beginning to develop, college gives him the benefit of the experience of the race. It shows the verdict of the earliest and latest great thinkers on the tren world history. It gathers into one focus the results of the vast lal in natural science, in history, in sociology, in philology, and polit science in modern times.

The person who has had merely an elementary schooling has stress on the mechanical means of culture—the arts of reading, writ computing, and the like. He has trained his mind for the acquiren of isolated details; but he has not been disciplined in compara study. He has not learned how to compare each fact with other fa nor how to compare each science with other sciences. He has n inquired, what is the trend of this science? He has never inqui what is the lesson of all human learning as regards the conduc life? We should say that he has never learned the difference betw knowledge and wisdom, or, what is better, the method of conver knowledge into wisdom. The college has for its function the teacl of this great lesson—how to convert knowledge into wisdom, ho discern the bearing of all departments of knowledge upon each.

It is evident that the individual who has received only an elemen education is at a great disadvantage as compared with the person has received a higher education in the college or university, mal all allowance for imperfections in existing institutions. The indivi is prone to move on in the same direction, and in the same chan which he has taken under the guidance of his teacher. Very few per change their methods after leaving school. It requires somthing li cataclysm to produce a change in method. All of the influences of university, its distinguished professors, its ages of reputation, organization of the students and professors as a whole, these like influences, combined with the isolation of the pupil from the str tie of family and polite society, are able to effect this change in met when they work upon the mind of a youth for three or four years.

The graduate of the college or university is, as a general thing possession of a new method of study and thinking. His attitude comparative one. Perhaps he does not carry this far enough to n it vital; perhaps he does not readjust all that he has before learne this new method; but, placing him side by side with the graduat the common school, we see readily the difference in types of educa mind. The mind trained according to elementary form is surprised captivated by superficial combinations. It has no power of resista against shallow critical views. It is swept away by specious argum for reform, and it must be admitted that these agitators are the be minds, rather than the weaker ones, which elementary education se forth. The duller minds do not ever go so far as to be intereste reforms or take a critical attitude toward what exists.

The duller, commonplace intellect follows use and wont, and d not question the established order. The commonplace intellect no adaptability, no power of readjustment in view of new circ stances. The disuse of hand labor and the adoption of machine la for instance, finds the common laborer unable to substitute brain la for hand labor, and it leaves him in the path of poverty, wending way to the almshouse.

The so-called self-educated man, of whom we are so proud in Am ica, is quite often one who has never advanced far beyond these mentary methods. He has been warped out of his orbit by s shallow critical idea, which is not born of a comparison with e

department of human learning with all departments. He is necessarily one-sided and defective in his training. He is often a man of great accumulations of isolated scraps of information. His memory pouch is precociously developed. In German literature such a man is called a "Philistine." He lays undue stress on some insignificant phase of human affairs. He advocates with great vigor the importance of some local center, some partial human interest, as the great center of all human life. He is like an astronomer who opposes the heliocentric theory and advocates the claims of some planet, or some satellite, as the center of the solar system. In sociology these self-made men advocate, for instance, as a universal panacea for poverty such devices as the abolishing of all individual property in land, or a single tax, or a scheme of state socialism; or, on the other hand, the equally negative system of *laissez faire*—let each look out for himself, and let the Government forswear entirely all functions of nurture and provision for the common welfare. In the name of abstract justice, Mr. Herbert Spencer strikes at all of the concrete forms of governmnet in existence, and would fain cut them down to his procrustean standard, protecting free competition without provision for common welfare.

There is a conspicuous lack of a knowledge of the history of the development of social institutions in all this. The individual has not learned the slow development of the ideas of private property in Roman history, and he does not see the real function of property in land. Again, he does not know the history of the development of human society. He has not studied the place of the village community and its form of socialism in the long road which the state has traveled in order to arrive at freedom for the individual.

The self-educated man, full of the trend which the elementary school has given him, comes, perhaps, into the directorship over the entire education of a State. He signalizes his career by attacking the study of the classic languages, the study of logic and philosophy, the study of literature and the humanities. It is to be expected of him that he will prefer the dead results of education to an investigation of the total process of the evolution of human culture. The traditional course of study in the college takes the individual back to the Latin and Greek languages in order to give him a survey of the origins of his art and literature and science and jurisprudence. In the study of Greece and Rome he finds the embryology of modern civilization, and develops in his mind a power of discrimination in regard to elements which enter the concrete life of the present age. It is not to be expected that the commonplace mind, which is armed and equipped only with the methods of elementary instruction, shall understand the importance of seeing every institution, every custom, every statute in the light of its evolution.

Again, the force of these facts is augmented when we consider the enormous development of secondary instruction in this country, not on the basis of the university, but on that of the elementary school. Within one generation the public free high schools have increased from a hundred or less to five or six thousand. For the most part the course of study in these institutions has been largely under the control of men educated only in elementary methods. As might have been expected, this fact has largely determined the character of the studies pursued in the high schools. The classic studies and pure mathematics have been discouraged, and studies substituted for them which have a real or supposed value in the business vocation. The consequence of this has been that the high schools of the country have failed to fur-

nish men of real directive power. Their best representatives have been of the type of the self-educated men that I have just now described.

While I consider it a matter of congratulation that the people of country are fast establishing throughout the land a system of free education in high schools, yet I find myself obliged to admit that present and past results of these schools may be summed up as production of a vast intellectual current of Philistinism. There is any argument for the importance of university extension which equ this in strength. The secondary education has largely been diver from the road that leads to higher education, and turned aside in su a manner as to produce arrested development at the stadium of elem tary or secondary methods. The common schools of the people suffering more from this cause than from all the other causes combine It is a prolific source of mere mechanical device and methods whi lead nowhither. It produces a flippant, self-conceited frame of mi which does not hesitate to attack and tear down institutions which fails to comprehend. University extension, as we understand it, pr poses to close up this gap between higher institutions and the eleme tary schools.

In recent years there has been a considerable elevation of the standa of admission to the college, and this has led to an increased develo ment of secondary instruction, especially since the smaller colleges the country have not been able to follow the lead of the great unive sities without suffering in the size of their classes. The influence secondary schools as directors of elementary common schools is no and never has been, a healthy one. Only the college and universit can give this healthy influence.

With university extension the directors of higher education com at once into contact with the people. The university, through its properly organized faculties, descends into the community and, as it were, takes an inventory of the bright and promising minds that are exercising an intellectual influence upon the direction of affairs. It gathers these into classes and audiences, and discusses with them the living questions of the day. It fascinates them with the superiority of the comparative method of study. It vanquishes the spirit of Philistinism and refutes the theories of cranks.

This process of university extension, I need not add, has also a retroactive influence of great value upon the university itself. We all know how important is the present tendency toward specialization. We admit, nevertheless, that there is a danger in this, inasmuch as the specialist who does not use the highest or comparative method, and endeavors to bring his specialty into comparison with all branches of human knowledge—that this specialist, I say, tends to make his branch a hobby, and to set up his local center as the grand center of the universe. Unbalanced specialism in education, therefore, tends to the very evils which elementary methods produce. But university extension will correct this. When the specialist finds himself face to face with an audience collected from people who have received only a common education, he is forced at once into meeting their crude opinions by presenting the comparative history of his theme, and by showing the bearing of other branches of human learning upon it. It is, as I have said, the characteristic of university extension that it finds its highest principle in the conduct of life, and that it is ethical in its method. The direct contact of university instructors with the people leads to the emphasis of the ethical standpoint.

So much for the reaction of university extension upon the university itself. But I should not omit to say that the university extension movement will have another beneficial effect in increasing the number of persons who seek higher education. No sooner does the university enter the field of competition before the common people than it vanquishes the claimants for the cause of secondary education, and the claimants for the cause of elementary education as finalities. The people see at once the superiority of the higher education, and there arises throughout the community an aspiration for its advantages. Even the families of the poor will aspire each to educate one or more of their children for the university. We know that in former times, when the requirements for education had not climbed up to the place they now hold, how often the poorest families in Scotland managed to educate one of the family for the university. The ideal of education, at that time, was university education. This desirable ideal will again prevail in the community, and where we have at the present in the United States only one in five hundred of the population enrolled in schools for higher instruction we shall have, as we ought to have, from five to ten times that ratio.

Again, the advantage to the university will appear in the furnishing of direct practical careers to its graduates. In the laboratory and the seminarium the university trains its pupils to the work of original investigation. It sends, therefore, into the community a class of people fully equipped with an intellectual apparatus for the correction and perfection of the political and the economical departments. It focuses a powerful light upon the directive power in the various departments of productive industry and local self-government. Now, university extension, by reason of the fact that it collects into organized bodies the most enterprising minds of the common people, prepares positions in advance for these graduates of the university. They may take hold of the places where they are most needed without wasting their strength in endeavors to discover such opportunities, and to persuade men in power of the utility of their training for the work.

We have seen how this movement arose in England. With the extension of suffrage and with the increase of means of self-education among the people, and especially with the circulation of semi-scientific information by means of the printing press, there has been in the past a something of relaxation in the hold which the great universities had upon the people. This has been promoted by the self-educated man whom I have disparaged by calling him a Philistine. The great urban development of England, and, I may say, of all civilization, has produced in the community an aggregation of the weaklings of society—what we may call the population of the slums—a fearful problem for our civilization. It would have been the part of selfish wisdom to establish university extension in order to recover a hold upon the common people, and in order to grapple successfully with the social problem of the slum element which menaces the rule of law; but, strange to say, the university extension has not originated in the enlightened selfishness of the university, but rather in the pure missionary spirit, the spirit of divine charity which has always largely abounded among the directors of higher education. There is no movement, however, which has worked for the perpetuation of the power of the upper classes, and especially of the university-educated classes of Great Britain, as has this movement of university extension.

It is true that circumstances in this country differ from those in England in many particulars, but there are great broad lines of resemblance.

In both countries we have what is called local self-government. land is the nation in which local self-government has originated complemental element necessary to compensate for the one-sided of the Roman principle of centralization. In our Government, ju in the home government of England, there is a representation, not of all individuals but of all interests, and this not only in the leg ture that makes the law, but in the courts which administer the and in the executive department which enforces the law. The ma of laws is determined by the free process of elections and public det in which all powers and interests struggle for the mastery. The d ions of the courts are determined by the same universal represent of individuals and interests; and, finally, the enforcement of the concedes the same rights of consideration for all parties concretely e ing in the community. It is evident that in England and in this c try—both democratic—there exists a sort of necessity for a free pr of influence between the highest and lowest strata of society. In countries demagogism increases in proportion to the neglect of the est stratum by the highest. This argument for university exte is so obvious that it does not need further expansion here.

There is one incidental effect of university extension which I t worthy of special mention. The ordinary elementary school, sec ary school, or college seeks to give a general education to the p It wishes to see everyone learn the conventional course of study, not neglect either language, or science, or mathematics, or his This curriculum, in a certain sense, mistreats those especially g individuals, found in all ranks, who have possibilities of the gre usefulness in certain narrow lines of talent, but who are not attra by other fields of knowledge outside of their specialty. Their lo one particular branch of human knowledge is so great that all c branches seem to them repugnant. These persons are the stuff o which genius is made, but our traditional system of education ha known what to do with the candidates for genius. But the new r ods of specialization, which the university proper has taken up the studies of college are completed, has opened up among our un sity educators an interest in special talent wherever it is found. versity extension provides new channels of communication bet the directors of the university and these specially endowed pe scattered here and there throughout the community. The lect and class teachers of the extension movement are prepared to r an inventory, as it were, of this very important, although not nu ous, element in the population. This possibility of saving from v some of the most gifted of people will occur to everyone as a st reason for the existence of school and university extension.

The old lyceum course did not provide for the active particip of the audience in the work of instruction. But university exte provides for discussions between the lecturer and his classes. It vides for reviews, it provides for home studies and examinations.

In regard to the question of management in this great moveme suppose that we shall have a full discussion of the question of centers *versus* one all-including society. It seems to me that we sl encourage local centers where there seems to be ambition and al for successful organization. I think that this matter will take ca itself. The advantages of a great central organization are advant of finance. There is saved a multiplication of offices and a multip tion of expense by cooperating in one great society. But where

reasons exist for independent societies, let them continue. Let any State whose government provides money to manage university extension within its boundaries go on and solve its own problems. There are lines of new experiments needed in order to discover the best instrumentalities. The English have developed especially the lecture-course system, with its discussions and written examinations. In many parts of this country the system of home study and professional instruction by mail has been developed. There are very many other phases, such as, for example, that developed by the Brooklyn Institute, which ought to have full consideration. When we have developed a half-dozen types of university extension, each local center may adopt and combine three or four best adapted to it. In the meanwhile we must pay the well-deserved compliment to the American society, initiated by the University of Pennsylvania, to say that it has made by far the largest step in making a useful and practical application of university extension in this country; and all new movements in this direction should consider carefully the question whether something can not be gained by uniting with this great movement already so efficiently organized. Whatever may be the practical conclusion arrived at in regard to these matters of local and central administration, there certainly is but one possible conclusion as to the importance of a national conference with annual meetings for comparison of views. Each movement wishes to understand clearly the aggregate result of the experience of all movements. There should be a national conference, which brings out this experience in all its details, and serves it up for the instruction of all.

I congratulate you, delegates, on your undertaking, which is, in the broadest sense of the term, a missionary movement. It is a movement which holds out the torch of the highest learning, not only for the illumination of all, but for the purpose of assisting each individual to light his own torch at its sacred flame.

STATISTICS.

In order to ascertain what degree of development university extension has attained in this country, a statistical investigation was recently made by the Bureau, the results of which are here given as an appendix to the foregoing address.

The collection of statistics concerning university extension work is found to be a difficult matter, especially where the work is not conducted under the auspices of some educational institution. During the year 1891–'92 reports were received from 21 different institutions or societies who were engaged in this work. These agencies reported that there were delivered 319 courses of lectures, ranging in length from 1 to 75 lectures per course. The number of lectures in the several courses was as follows: Four courses of 1 lecture; 3 of 2 lectures; 11 of 3 lectures; 2 of 4 lectures; 8 of 5 lectures; 186 of 6 lectures; 6 of 7 lectures; 4 of 8 lectures; 2 of 9 lectures; 20 of 10 lectures; 64 of 12 lectures; 1 of 13 lectures; 2 of 15 lectures; 1 each of 20, 30, 42, and 75 lectures; and 1 course in which the number of lectures was not reported. These courses were delivered in 159 different cities scattered throughout the country, from Maine to California and from Minnesota to Louisiana. The aggregate average attendance on these courses was 47,613, with the attendance at 14 courses not given.

The number of lectures by subjects was as follows: English literature, 69; American literature, 5; German literature, 1; Scandinavian literature, 2; political or social science, 41; poets or poetry, 20; prose, 2; modern novelists, 3; history, 58; government, 7; evolution, 2; elocution, 1; natural, physical, or mathematical science, 85; Shakespeare, 11; psychology, 5; ethics, 1; art, 1; French drama, 1; Roman law, 1; Roman antiquities, 1; English grammar, 1; subject not given, 1.

Undoubtedly there were delivered other courses of lectures of which this office has no information. Besides this work of university extension large opportunities for study by teachers and others are given by universities and colleges in what are known as summer schools. Through the agency of these schools the valuable libraries and

scientific apparatus of some of our higher institutions of learning are made available to students during the summer or regular vacation months. The summer courses at Harvard University began in 1874 as a recognized part of university work; but they were then confined to scientific subjects. They have now been extended to the modern languages, elocution, history, pedagogy, socialism, and mathematics. The teachers in these courses at Harvard are, as a rule, the younger instructors and assistants of the university. The number of persons pursuing studies in the summer schools in 1892 was as follows: Harvard, 500; Cornell, 115; Indiana University, 90; University of Wisconsin, 180; Marietta College, 91. Other institutions providing summer courses, but not giving the number of students are: University of California, Colorado College, University of Georgia, Cornell College, Amherst College, Western Michigan College, Hope College, Cotner University, University of Nebraska, Kenka College, Columbia College, Ohio University, Ohio Wesleyan University, Oberlin College, and University of Virginia.

The summarized statistics concerning the courses of university extension lectures given during the year 1891–'92 are presented in the following table. The detailed statistics are given in Part III of this report.

Summary of statistics of university extension lectures for 1891–'92.

Name.	Number of courses delivered.	Aggregate number of lectures delivered.	Attendance at lectures.	Attendance at class.	Number of weekly papers.	Number passed examination.	Number rejected.
1	2	3	4	5	6	7	8
University of California	8	95	1,230	900	5	52	21
Leland Stanford Junior University	5	44	1,025	675	.....	60	.....
University of Denver	2	13	235	160	56	34	.....
Trinity College	5	25	.....	.....	.....	.....	.....
Chicago Society for University Extension	9	54	1,667	975	3	38	.....
University of Illinois	7	26	1,650	155	0	2	.....
Indiana University	9	81	1,150	504	20	54	9
Iowa State University	8	47	1,100	87	.....	12	.....
University of Kansas	8	96	755	.....	.....	89	10
Tulane University	6	38	240	205	.....	.....	6
Bowdoin College	3	15	650	.....	.....	.....	.....
Detroit Institute of University Extension	5	33	1,103	275	38	28	.....
Rutgers College	7	78	523	296	.....	55	.....
University of the State of New York	11	110	2,600	1,420	161	115	29
Cleveland Society for University Extension	16	132	1,041	.....	.....	26	6
American Society for the Extension of University Teaching	120	715	a22,600	b6,554	c505	574	.....
Brown University	35	420	1,335	1,124	17	125	8
University of Wisconsin	50	300	d7,423	3,644	0	14	12
University of Wyoming	4	201	e160	74	.....	.....	.....
Miscellaneous	3	20	670	240	.....	.....	.....
Total	319	2,543	47,013	17,288	814	1,278	80

a Estimated for 18 courses.
b Reported for 59 courses.
c Reported for 65 courses.
d Attendance on 7 courses not given.
e Attendance on 1 course not given.

CHAPTER XXII.

THE RELATION OF THE INDEPENDENT COLLEGES TO THE SYSTEM OF STATE SCHOOLS.

One of the best plans for the union of the separate colleges of a State into a State university is that proposed by Dr. S. S. Laws, formerly president of the University of the State of Missouri, and at present Perkins professor of Natural Science in connection with Revelation and Christian Apologetics, in the Presbyterian Theological Seminary of Columbia, S. C. He proposes a federation, under the leadership of the university, of the institutions of a State doing college academic work providing for examinations that will entitle to the B. A. degree of the State university. Under such a plan as this, for example, the many excellent colleges scattered over the State of Ohio might be united under a federated board as the State University of Ohio, and agree upon a curriculum and upon examination papers that could be used in the several institutions simultaneously. The candidates who pass successfully the prescribed examintion would be entitled to the degree conferred by the State university. This plan of Dr. Laws seems to offer promise of fruitful results in the consolidation of the colleges of a State. It would increase the value of the degree without in any way encroaching on the local independence of the several institutions.

This project was enunciated by Dr. Laws in the course of a discussion of a paper read before the Missouri State Teachers' Association, Jefferson City, December 28, 1876, by President Morrison, of Drury College, Springfield, Mo., on "The relation of the independent college to the system of State schools." Dr. Laws, being called on, responded by putting forward the following *novel plan of State school federation:*

"Mr. PRESIDENT: I wish to make two remarks, and the first one has reference to the frequent allusions to the German University. I could name books that have been written by gentlemen from the German universities, which contain strictures and suggestions liable to mislead the public mind, and which, in fact, have misled it. I was seriously misled upon a particular point as to the relation of the German to the American university.

"The American university is not like the German university, and the exact point of difference is this: That in our American university the academic course is the nucleus around which all else clusters. It is the central point of development and of organization. But the German university has no undergraduate course. This course is taught in the gymnasium, and it would be necessary to take up the German gymnasium bodily and plant it down in the midst of a German university to establish this vital point of the analogy.

"But this would explode the German system, as it now stands.

"Bating some irregularities and exceptions, the German university matriculates only college graduates. Hence, the discipline of the members of the university community is that of professional schools with us. The gymnasia, which correspond to our colleges and to the academic departments of our universities, have a discipline quite as rigid as the strictest of our undergraduate courses. The lectures so often given us respecting our university discipline are utterly impertinent, for a young man has to graduate at the gymnasium before he is regularly admitted to the university in Germany. The faculty in philosophy in the German university does not do undergraduate but post-graduate work in the line of various specialties, and so of the other faculties.

"Moreover, American boys, or men, carry away the degrees of German universities upon other conditions than the native youth. The reason is that the

German universities are in the line of the civil service. For a native Ger to gain a position at the law, or in medicine, or as an ecclesiastic, his unive degree is indispensable. But to our American youth the degree has no use, and may mean almost nothing at all in Germany.

"The gymnasium corresponds to our college or academic department, b perhaps more thorough in the classics but less complete than our best coll in the sciences.

"The American University came originally from England. It is still t moled by some miserable monastic features of the Middle Ages, among w may be instanced the dormitory system. It is an unmitigated evil for they to be isolated from the domestic influences of the family circle during the f ative period of college life. This antique patch upon our garments at the versity of Missouri I hope to see fall not only into discredit, but into e desuetude. Ours is a humdrum American university, of which the acad department is crowned by the degree of Bachelor of Arts. There are o equivalent courses. And then we have the professional schools of norma struction, agriculture, law, and medicine; in fact, at present the institution sists of a group of associated and cooperative academic and professional sch each having its head-center. The classical curriculum has received var modifications in our American institutions, but nevertheless it runs thro our educational system throughout the land like a golden thread. Our un American university is, in my opinion, better for us than the German art There is not now in the Missouri University any preparatory department. rabble that bore that name has been dispersed, and the work of the English normal schools has been thereby relieved from incongruities. Preparator subfreshman work is done by each academic school for itself and in its classes.

"2. The second thing on my mind when I rose to speak, Mr. President, the relation of the university to the various denominational or independent leges of this State. There are only about eight or ten of them, and with exception they all are feeble and struggling for continued existence.

"About the time of returning to this State I met with one of the most d tinguished men of the East. In a conversation he said to me, 'Laws, one thi you will have to do is to kill off those little colleges and have one great insti tion.' I said, Mr. President, there are two very strong reasons in my mind w I should not commit myself to such a course of action. The first is, that the denominational colleges won't be killed off, and a man undertaking to enga in practical work must not disregard what is practicable. They have a tenaci of life which a man who attempts to overthrow them will find, perhaps, is eq if not superior to his own.

"The second reason that I gave him was, that they not only insist on livi but that they have a title to life which goes back to the very foundations of American civilization; from that time until now religious bodies have acte leading part in our work of education.

"It is also true that these private schools are doing a good work, entitled be recognized, and which, without their action, would be left undone.

"With reference to our present posture at the Missouri University, I hap to know some things of value by an experience in this State in former years. once felt the stinging of a lash wielded by a vigorous hand in the position which I now happen to be. I was sensitive, being connected with an indepe ent college, to anything that seemed to disparage the independent schools, to claim for the university what I did not feel called upon to accord to it on score of merit or of pretension. The idea has been more or less current hithe that the private colleges are to be treated as inferior and tributary to the versity. There is a serious error committed at this point, which has ministe to ill feeling and confusion in the State of Missouri.

"As I have just explained, in the Missouri University, as in most of our Am ican universities, the academic department is the nucleus, the fundame part of the university.

"Now, take the academic part of the university and bring it into compari with these private colleges and it is on a dead level with them. This assert of superior claims over them in the teaching of the academic curriculum is well founded, and is consequently offensive because unjust. The academic partment of the university is simply a college, and it has identically the s course of study that is pursued in these private colleges. Where is the sup ority? It may be in pretension but not in fact, for the actual work done in tain lines is done by some of them as well as it is done in the university coll and in some things perhaps better. The university and colleges should occ

the same position of equality as coworkers in the same field, and engaged in the same general work, so that the academical department of the university should not pretend to superiority except so far as by common consent conceded.

"What I have in mind, and will now express, is something to which I ask the attention of all co-workers in this State.

"Why should not our academic faculty of the university and the academic faculty of each of the denominational colleges throughout the State meet together on equal footing and effect a literary confederation? To take a single department as a means of illustration: Let all the professors of mathematics constitute a board on the mathematical studies; let them determine upon their curriculum, having a margin of equivalence, so that a certain flexibility of cooperation would be practicable. There would then be a certain freedom exercised, on the part of each professor, in leading classes over the work agreed upon in the mathematical course to be pursued in all our colleges. The other departments could be arranged in exactly the same way. There is no need of repetition. One department serves as an example for all.

"When the candidates for graduation of the several colleges are to pass their examination, let them go before a committee of examiners for each department, to be appointed by these boards, made up of the professors of the several departments. Let all of the candidates pass through the examination papers, so that their examination will be exactly the same; and then all the students from these institutions united in this literary confederation who pass the prescribed examinations will be graduated; and let this be the form, for example: A William Jewell College graduate of the University of the State of Missouri, or a Westminster College graduate of the University of the State of Missouri. And so of the others. There is nothing empirical in this. The only novelty is in the application of a tested principle. This is precisely what has been done in the universities of England for ages. Take Oxford, for example. There are associated there over twenty different institutions, each having its separate organization, its own faculty, government, and tutorial arrangements. If a student has passed, and is successful in his examination, if from Baliol College he becomes a Baliol College graduate of the University of Oxford. The graduate of the individual college thus becomes the graduate of the university.

"It seems to me, therefore, that the academic or collegiate department of the State University might be brought into cooperation with the private institutions, and these several institutions share in the influence and in the honors of the Central State University; and then we would have what I would term the Missouri system. It would not be empirical, but in its principle rest upon the experience of ages.

"We do not need or desire any legislation about it. It is a literary confederation that is alone competent to meet the exigencies of the case.

"In proposing and urging this scheme, we stand upon the just and proper ground that the Commonwealth of Missouri is utterly indifferent where the individual is educated within the State, provided the education received is a good one, qualifying properly for the duties of citizenship. It is the province of the State, to provide the sort of education which her youth should have in the present age, as fairly judged by the opportunities and responsibilities of the present and the future. And then, if the private colleges do not come up to this standard, the university is open and ready to receive them. It seems to me that we have here the true principle upon which our whole educational work should be conducted.

"There are several advantages which this literary confederation and cooperation, as explained, would bring to us.

"First. It would establish a standard of education, so that those institutions that pretend to be colleges, and do not do college work, would at once lose caste and drop out of the misplaced confidence of the public. Let them pass our examinations, or they will reveal their true character by their fruits. It will give a distinct place to those institutions as doing secondary work, and it will stimulate the real colleges to higher efforts. We have, then, an organizing and systematizing influence at once flowing from such an arrangement.

"Second. This literary federation and cooperation will tend largely to increase the spirit of education in the State. This is of primary importance; for if we can arouse the spirit of education, all will share in the shower. Were the public fully awakened on this supremely important subject, the existing educational appliances in the State, run to their fullest capacity, would be inadequate. Our first interest is to bring more power into action through existing plants.

"It seems to me, therefore, that by breaking down this indifference to the work of education it will be strengthened in all its departments.

"I feel an interest in this as a member of the State Teachers' Association, and it seems to be something which we ought to attain.

"I expect to take active steps to secure a convention of those connected with private colleges, that we may have a fair and full consultation over the general scheme now indicated. I now bespeak your favorable attention to it.

"It is believed that cooperation and confederation can be attained; and if we can attain it we have laid the foundation for a good work.

"Third. It will not in the slightest unfavorably affect the patronage that these private institutions enjoy, but it will the more firmly fix them in the public confidence and improve their literary features. They will still have the distinctive features belonging to them as the private colleges of different bodies. We weaken nothing; we strengthen everything. Hence there is no good reason for isolation or opposition. If anyone does not wish to join with us, there is no quarrel. Less than the whole can enter into this confederation to make trial of its virtues.

"Fourth. It is another point of advantage that this arrangement seems to offer the encouragement and hope of a complete organization of our educational work in the State, for that organization will not be complete till the private and the public schools are all made interdependent and cooperative in some such way as that now indicated.

"Every educational enterprise or organization, whether public or private, should realize that it is but a section of the great army battling for truth and light, and showing no quarter to ignorance, superstition, falsehood, and bad morals."

CHAPTER XXIII.

RENSSELAER POLYTECHNIC INSTITUTE.

The Rensselaer Polytechnic Institute is located at Troy, N. Y. It was founded under the name of the Rensselaer School in the year 1824 by the Hon. Stephen Van Rensselaer, of Albany, N. Y. In a letter dated November 25, 1824, to the Rev. Dr. Blatchford, who was the first president, the founder appointed the first board of trustees and enunciated certain articles for the temporary government of the school. At the same time he made Amos Eaton, of Troy, senior professor. The first meeting of the board of trustees was held December 29, 1824, and the school was opened January 5, 1825. An act of incorporation was passed by the Legislature March 21, 1826.

The institution was established as a school of practical science. In the letter referred to above the founder makes the following statement in relation to its character:

"I have established a school in the north end of Troy for the purpose of instructing persons who may choose to apply themselves in the application of science to the common purposes of life. My principal object is to qualify teachers for instructing sons and daughters of farmers and mechanics, by lectures or otherwise, on the application of experimental chemistry, philosophy, and natural history to agriculture, domestic economy, the arts, and manufactures."

The intention of the authorities at that time is further shown by quotations from a circular dated September 14, 1826, which was signed by the president and to which the names of the trustees and faculty are attached. It was issued to describe an extension of the course, and is entitled "Preparation branch recently established at Rensselaer School." The curriculum of the "preparation branch" is given in detail, and the object of the school is also stated. This is believed to be the first prospectus of a school of science ever issued in the English language. From it we learn that "the Rensselaer School was founded by the Hon. Stephen Van Rensselaer, solely for the purpose of affording an opportunity to the farmer, the mechanic, the clergyman, the lawyer, the physician, the merchant, and, in short, to the man of business or of leisure, of any calling whatever, to become practically scientific. Though the branches which are not taught here are held in high estimation, it is believed that a school attempting everything makes proficient in nothing. The Rensselaer School, therefore, is limited to an experimental course in the natural sciences. The studies of the preparation branch are extended no farther than is necessary, as auxiliaries to the experimental course."

"The original method of instruction which has produced such unexpected results, called the Rensselaer method, will be extended to this branch, to-wit, that of exercising the student, on the forenoon of each day, by causing him to give an extemporaneous dissertation or lecture on the subject of his course, from concise written memoranda, and to spend the afternoon in scholastic amusements."

Among the subjects taught in the preparation branch were botany, practical mathematics, logic, rhetoric, and history, and the "scholastic amusements" included the collection and preservation of minerals, plants, and insects, the use of the microscope, drawings of the internal structure of plants, making globes of plaster of Paris and drawing maps upon them, land surveying, taking the latitude, simple hydraulic experiments, experimenting with gases, making and using galvanic batteries and magnets, constructing and using thermometers and hygrometers, taking specific gravities, etc. The circulars also contain, among other curious and interesting information, statements of the cost of tuition and of living. The success of the school in its early days was largely due to the remarkable powers as a teacher of its first senior professor, Amos Eaton. He introduced the methods of instruction outlined above, and many of his pupils who

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[1] The following sketch of the history and organization of the oldest polytechnic institute in the United States has been prepared by Mr. Palmer C. Ricketts, C. E., the director of that institute, at the request of the Commissioner.

have since become eminent as scientific teachers and investigators bear testimony to the peculiar value of his teaching. He was not only successful as a teacher, but was well known as a popular scientific lecturer and as an investigator. The various editions of his text books on botany, zoology, chemistry, geology, and surveying amount in all to about forty publications.

In 1832 by an act of the legislature the name of the institution was changed from the Rensselaer School to the Rensselaer Institute, and by an act passed in 1833 the trustees were empowered to establish a department of mathematical arts, for the purpose of giving instruction in engineering and technology. This meant the establishment of a course in civil engineering. Although the inclusion among the duties of the senior professor, in the first triennal catalogue published in 1828, of lectures on civil engineering is significant of the enlightened views of the founder and officers of instruction, the institution had been to this time a school of natural science, its graduates receiving the degree A. B. (r. s.). It is to be remembered that at this time there were in this country hardly any engineers other than military engineers. The term civil engineer had scarcely been coined. The Erie Canal had only been begun in 1817, and the first short piece of railroad was opened in 1830.

Eight members of the class of 1835 were graduated as civil engineers and received the degree of C. E. This was the first class in civil engineering ever graduated in any English-speaking country. A circular entitled "Notices of Rensselaer Institute," and dated October 14, 1835, gives the curriculum for students of civil engineering as well as for those of natural science. It is interesting, not only because it is the first prospectus of a school of engineering issued in English, but because it adds to our information of the state of applied science in this country at that date. Extracts from it given below show the courses in natural science and engineering:

Students of the Natural Science Department are instructed as follows:
Three weeks, wholly practical botany, with specimens.
Four weeks, zoölogy, including organic remains, and physiology, including the elements of organic chemistry.
Three and a half weeks, geology and mineralogy, with specimens.
Three weeks, traveling between Connecticut River and Schoharie Kill, for making collections to be preserved by each student and exhibited at examinations; also for improving in the knowledge of natural history and mathematical arts.
Ten weeks, chemistry and natural philosophy.
Half a week, preparing for examination and commencement.
The afternoons of all fair days are devoted to surveying, engineering, and various mathematical arts; also to mineralizing, botanizing, and to collecting and preserving subjects in zoölogy.

Students of the engineer corps are instructed as follows:
Eight weeks in learning the uses of instruments: as compass, chain, scale, protractor, dividers, level, quadrant, sextant, barometer, hydrometer, pluviometer, thermometer, telescope, microscope, etc., with their applications to surveying, protracting, leveling, calculating excavations and embankments, taking heights and distances, specific gravity and weights of liquids, degrees of moisture, storms, temperature, latitude, and longitude by lunar observations and eclipses.
Eight weeks, mechanical powers, circles, conic sections, construction of bridges, arches, piers, railroads, canals, running circles for railways, correcting the errors of long levels caused by refraction and the earth's convexity, calculating the height of the atmosphere by twilight and its whole weight on any given portion of the earth, its pressure on hills and in valleys as affecting the height for fixing the lower valve of a pump; in calculating the moon's distance by its horizontal parallax, and the distance of planets by proportionals of cubes of times to squares of distances.
Four weeks, in calculating the quantity of water per second, etc., supplied by streams as feeders for canals or for turning machinery; in calculating the velocity and quantity effused per second, etc., from flumes and various vessels, under various heads; the result of various accelerating and retarding forces of water flowing in open raceways and pipes of waterworks, and in numerous miscellaneous calculations respecting hydrostatics and hydrodynamics.
Four weeks, study the effect of steam and inspect its various applications—inspect the principal mills, factories, and other machinery or works which come within the province of mathematical arts; also, study as much geology as may be required for judging of rocks and earth concerned in construction.

The requirements for degrees were as follows:

The Rensselaer degree of bachelor of natural science is conferred on all qualified persons of 17 years and upwards.
The Rensselaer degree of civil engineer is conferred on candidates of 17 years and upwards who are qualified in that department.
One year is sufficient for obtaining the Rensselaer degree of bachelor of natural science or of civil engineer for a candidate who is well prepared to enter. Graduates of colleges may succeed by close application during the twenty-four weeks in the summer term.
The degree of master of arts is conferred after two years of practical application.

Prof. Amos Eaton died in 1842, and George H. Cook, of the class of 1839, who was afterwards widely known for his work as State geologist of New Jersey, was appointed senior professor in the same year.

Under his direction the school was reorganized and the courses of instruction somewhat extended. He resigned in 1847, and was succeeded by B. Franklin

Greene, of the class of 1842, who became director of the institution when that office was created by act of legislature in 1850.

His acceptance of the position marks an epoch in the history of the school. After a careful study of the scientific and technical institutions of Europe the curriculum was, under his direction, thoroughly reorganized in 1849. This reorganization included a material enlargement of the course of study and the requirement of a more rigid standard of scholarship from candidates for degrees. The number of instructors was also increased, and the length of time devoted to the course was changed to three years with a "preparatory class" which made it practically four years in duration. The graduating or senior class was called Division A, and the others Divisions B and C. In 1858 the preparatory class was merged into the regular course under the name of Division D.

Prof. Greene published in 1856 a pamphlet of 84 pages entitled The Rensselaer Polytechnic Institute; Its Reorganization in 1849-'50; Its Condition at the Present Time; Its Plans and Hopes for the Future. This, as its title indicates, was descriptive of the reorganization. The following paragraph from it shows clearly the character of the changes and the intentions of the authorities:

"The managers of the institute therefore resolved that *their field should be narrowed and more thoroughly cultivated;* that indeed their educational objects should be restricted to matters immediately cognate to architectures and engineering; that moreover, for a somewhat irregular and for the most part optional course, requiring but a single year for its accomplishment, they would substitute a carefully considered curriculum, which should require at the least full three years of systematic and thorough training; and that, finally, they would demand the strictest examination tests to the successive parts of the course prescribed, not only in respect to the translation of students from lower to higher classes, but especially in all cases of ultimate graduation with professional degrees."

It was at the time of this reorganization in 1849-'50 that the name Rensselaer Polytechnic Institute was first given to the school. This change of name was ratified by act of legislature April 8, 1861.

Thus was inaugurated the course and methods which have resulted in giving to the engineering profession in this and other countries during the last forty years many of its most distinguished members. The main causes of the reputation of the school and of the success of its graduates have been the method of instruction then adopted and the high standard of scholarship maintained. Although the curriculum has of course since been changed from time to time to adapt it to the needs of the best modern practice the methods have remained practically unchanged.

The classes are divided into small sections and each student is required to recite each day in every subject. Text-books supplemented by lectures and explanations are used whenever the nature of the case permits. The students are not only interrogated, but in almost all subjects are required to make blackboard demonstrations. After the material constituting each term's work has been finished a review in all subjects follows, and afterwards an examination. Close records of the work done each day are kept, and the success of the student in passing in any subject depends largely upon these daily records.

Director B. Franklin Greene resigned in 1859, and his position was occupied until 1860 by Nathan S. S. Beman, D. D., who was at that time president of the board of trustees.

Presidents and directors.—The names of the presidents and directors and the years during which they served, from the foundation of the school to the present time, are here given:

PRESIDENTS.

Rev. SAMUEL BLATCHFORD, D. D., first president	1824-'28
Rev. JOHN CHESTER, D. D., second president	1828-'29
ELIPHALET NOTT, D. D., LL. D., third president	1829-'45
NATHAN S. S. BEMAN, D. D., fourth president	1845-'65
Hon. JOHN F. WINSLOW, fifth president	1865-'68
THOMAS C. BRINSMADE, M. D., sixth president	1868
Hon. JAMES FORSYTH, LL. D., seventh president	1868-'86
JOHN HUDSON PECK, LL. D., eighth president	1888

SENIOR PROFESSORS AND DIRECTORS.

AMOS EATON, A. M., senior professor	1824-'42
GEORGE H. COOK, C. E., PH. D., senior professor	1842-'46
B. FRANKLIN GREENE, C. E., A. M., director	1847-'59
NATHAN S. S. BEMAN, D. D., director	1859-'60
CHARLES DROWNE, C. E., A. M., director	1860-'76
WILLIAM L. ADAMS, C. E., director	1876-'78
DAVID M. GREENE, C. E., director	1878-'91
PALMER C. RICKETTS, C. E., director	1892

Requirements for admission.—The requirements for admission to the institute have been in the past and are at present somewhat elementary in their character. In this as in some other respects it resembles the United States Military and Naval academies. The cause has been the necessity of thorough preparation in elementary branches of mathematics which experience has taught can not generally be expected from students who have received their mathematical training in the secondary schools of the country. For this reason, besides the usual English branches, arithmetic, plain geometry, and algebra through quadratic equations only are required for admission. Local examinations for entrance are provided in a few schools of high grade in various parts of the country.

Number and length of terms.—Each year is divided into two terms of about nineteen weeks each and examinations are held at the end of each term. Besides this, students of division C and B, which correspond to the sophomore and junior years of academic schools, go into the field during the month of July for instruction in practical surveying of various kinds. This is in addition to the surveying required during other parts of the course.

Courses of instruction.—The principal course of instruction given is that of civil engineering, and the degree conferred is civil engineer (C. E.). It is to be distinctly understood, however, that the instruction is not narrowed to any special branch of civil engineering. The design of steam engines as well as that of bridges, sewerage systems, waterworks, etc., is taught, and the student receives instruction as well in the principles of electrical engineering as in the location and construction of roads and railroads. There is also given a course in natural science, upon the satisfactory completion of which the degree of bachelor of science (B. S.) is conferred.

Special practical courses in chemistry and assaying and in surveying and railroad engineering are given during the summer vacation. That in chemistry and assaying is six weeks in duration, and includes either qualitative or quantitative analysis as may be desired. The course in surveying and railroad engineering is given in the field between June 1 and July 1, and is therefore four weeks in duration. Some healthful part of the Adirondack region in the northern part of this State is chosen for the work. A special winter course of lectures on highway engineering and road construction is also given. These lectures are not too technical in their character, being intended for those who, without an advanced special training, are engaged or interested in the construction and maintenance of country roads.

SCHEDULE OF THE COURSE IN CIVIL ENGINEERING.

FIRST YEAR

First term.

Solid geometry; algebra: French; projections, theory; projections, drawing; freehand drawing; plane problems; elements of drawing; pen topography.

Second term

Trigonometry; physics; French; surveying, theory; surveying, practice; colored topography; bridge drawing.

A thesis must be written during the summer vacation.

SECOND YEAR.

First term.

Physics; logic; descriptive geometry, theory: descriptive geometry, drawing; analytical geometry; surveying, theory; surveying, practice; physical experiments.

Second term.

Chemistry, theory; chemistry, lectures; differential calculus; surveying, theory; shades and shadows, theory; shades and shadows, drawing; perspective, theory; perspective, drawing; freehand drawing, lettering.

A thesis must be written during the summer vacation. A four-weeks' course in surveying during the month of June is required.

THIRD YEAR.

First term.

Integral calculus; rational mechanics; geodesy; highway engineering; chemistry, qualitative analysis; mineralogy; electricity and magnetism; map drawing.

Second term.

Rational mechanics; structures; railroad engineering, theory; astronomy; machine construction. theory; machine construction, plates; chemistry, blow-pipe analysis; assaying.

A thesis must be written during the summer vacation. A four-weeks' course in railroad engineering during the month of June is required.

FOURTH YEAR

First term.

Machines; resistance of materials; hydraulics; sewerage; bridges and roofs; economic theory of railroad location; practical astronomy, theory; practical astronomy, observations; metallurgy; physical laboratory work.

Second term.

Bridge design; hydraulics; hydraulic motors; thermodynamics; steam engineering; stone cutting, theory; stone cutting, plates; electrical engineering; physical laboratory work; geology; law of contracts.

A graduating thesis must be presented

SCHEDULE OF THE COURSE IN NATURAL SCIENCE.

The studies of the course in natural science are identical with those in civil engineering during the first two years.

THIRD YEAR.

First term.

Calculus; electricity and magnetism; mineralogy, petrography; map drawing; chemistry, qualitative analysis, elementary quantitative analysis.

Second term.

Astronomy; geology, lithology; histology; chemistry, organic, blow-pipe analysis, assaying.

A thesis must be written during the summer vacation.

FOURTH YEAR.

First term.

Metallurgy, general metallurgy, iron metallurgy; chemistry, quantitative analysis, analysis of commercial and industrial products; physical laboratory work.

Second term.

Physical laboratory work; paleontology; mineralogy, determinative; petrography; chemistry, quantitative analysis, volumetric and gravimetric analysis; law of contracts.

A graduating thesis must be presented.

Mathematics and astronomy.—The aim of the department is to give each student a thorough working knowledge of the several subjects taught. The courses are made to bear as directly as possible upon the training of the engineer. During the first year thorough instruction is given in solid geometry, higher algebra, and trigonometry. These are followed by analytical geometry and differential calculus in the second year, and by integral calculus in the third. Lectures on the theory and various forms of the slide rule are also delivered. In all these subjects examples of a practical nature are constantly given. The text-books used are supplemented by notes prepared by the instructors.

A course in descriptive astronomy is given in the third year, and that in spherical and practical astronomy in the fourth. In the latter are considered the adjustment and use of portable instruments, correction of observations, determination of time, latitude, longitude, and the meridian, the method of least squares and similar subjects. The theory is supplemented by work in the observatory, where the use of the sextant, chronograph, transit instrument, etc., is taught.

Descriptive geometry and stereotomy.—In this department careful and thorough instruction is given in freehand drawing, lettering, the use of drawing instruments, tinting, shading, isometric and orthographic projections, tracing and making blue prints, the theory and practice of shades, shadows, and perspective, machine construction and drawing, including gearing and the slide valve, and stonecutting.

In all these subjects a great amount of time is spent in the drawing-room under the immediate supervision of the instructor, and original work sufficient to fix the principles is required. In descriptive geometry, for instance, although a lesson is assigned for each day from the text-book the student is seldom given a problem found there, but is required to prove an original one illustrating the same principles. Besides the drawing required in the course in stonecutting, plaster of Paris models of arches, stairways, etc., are constructed by the students.

Chemistry.—The course in chemistry, which is obligatory for all students, consists of daily lectures, during the last part of the second year, upon general inorganic chemistry. These are accompanied by daily recitations, including the solution of chemical problems.

The course in qualitative analysis extends over the first half of the third year, with laboratory work five days in each week. During this course the student acquires ability to analytically examine all the ordinary materials likely to be presented to his attention during his professional engineering practice. He is, as far as possible, given charge of outside questions which come to the laboratory for solution. Blow-pipe analysis and assaying extend over part of the second term of the third year, particular attention being given to the assay of gold and silver and to the recognition of such ores of the heavy metals as may be met with in the mining regions of this country.

Quantitative analysis and organic chemistry are not given to candidates for the degree of civil engineer. Courses in these subjects are given to candidates for the degree of bachelor of science, to post graduates, and to special students. Very complete arrangements make these courses especially thorough.

Mineralogy, geology, and metallurgy.—These subjects are taught by means of lectures and recitations. An unusually fine collection of rocks, minerals, and designs for iron and steel works add greatly to the value of the courses.

Physics.—The course of physics begins in the last term of the first year with the mechanics of solids, liquids, and gases, and acoustics. Optics and heat are studied during the first term of the second year, and electricity and magnetism during the first term of the third year. These subjects are developed by daily lectures. The student uses a text-book, and is held strictly accountable for an exact knowledge of its contents, but much instruction is given additionally in the lectures, accompanied with full experimental illustrations. He is required to take notes during the course of the lectures and to copy others which have been put upon the blackboards. In the course of daily recitations problems are frequently assigned, and upon these as well as on demonstrations of theory the student is required to give both oral and written explanations. During the first term of the second year a course of laboratory work is conducted in which the student is introduced to the methods of quantitative measurement, and he thus acquires some familiarity with the use of physical instruments. For each exercise due preparation is made by appropriate reading, and a report is written which is examined by the instructor. During the first and second terms of the fourth year laboratory practice is continued, prominence being given to methods in electrical and magnetic measurement.

During the second term of the fourth year a course in thermo-dynamics is given and this is followed by lectures on the elements of electrical engineering as an accompaniment to the laboratory work in electrical measurement.

Surveying.—The student begins the work in surveying during his first year at the institute. In the second term of this year he is taught the use of the chain, tape, and compass. He also makes a compass survey of a small piece of land which is mapped and the area computed.

In the second year the construction and use of all modern surveying instruments, including transit, level, solar compass and attachment, clinometer, hand level, aneroid barometer, planimeter, etc., are taught in the class room, as are also the various methods in modern use of making land, topographical, hydrographical, mine, and city surveys. In topographical surveying, while all methods are taught and the conditions rendering one method more suitable than another, particular attention is paid to the transit and stadia, and the students become thoroughly familiar with this most generally suitable method. During the first term daily practice in the adjustment and use of the various instruments before enumerated is given. Surveys of limited extent are executed, a meridian is established with the solar compass, checked by stellar observations, and the magnetic declination of the needle determined.

At the close of the year the class is taken into the field for four weeks, and makes a complete topographical survey of an area selected with reference to the diversity of problems it presents. This survey is also made to include hydrographic work, as the portion of the stream within the area chosen for work is mapped from soundings and its flow determined.

Geodesy.—Besides the course in astronomy, in which the students are taught to determine latitude, longitude, time, etc., from observations on the heavenly bodies, a brief course in geodetic surveying is given in the third year. The work includes the methods of measuring base lines, field work of triangulation, adjustment of triangles and quadrilaterals and a discussion of the figure of the earth.

Highway engineering.—During the third year there is given a course in highway engineering, in which is discussed the location, construction, and maintenance of country roads and city streets, the advantages and disadvantages of the various paving materials and specifications for each, and a study is made of the various road laws in force and their adequacy. A special course of fifteen lectures on the construction and maintenance of country roads is offered to persons of mature years and is designed for road overseers and others having to do with this class of work.

Railroad engineering.—The subject of railroad engineering is begun in the third year with a theoretical course in railroad curves, turnouts, and minor structures, and the staking out and computation of railway earthwork. The course also includes a discussion of the method of making railway location surveys, and a contour map is furnished the student on which he projects a location line and makes an estimate of materials and cost. This theoretical course is followed at the close of the year by four weeks of field practice in railroad surveying, during which a preliminary survey is made and mapped, a location projected and run in, the work staked out, quantities computed, and cost estimated. A line from 3 to 8 miles in length is usually located, and through the courtesy of railroad officials interested in the institute, the classes not infrequently have

an actually contemplated line to examine, which secures an interest and faithfulness not always obtained on a mere "practice" line.

In the fourth year the subject generally known as Economic Theory of Railroad Location, embracing the items of train resistance and the effect of grades, curves, and length of line on operation is thoroughly studied, together with the correlative subjects of economic construction, maintenance of way, etc. Numerous problems are given to illustrate the subject, and a short thesis, comparing two or more possible locations for a line, the data for which are given, is written. The students also discuss in the light of the new knowledge the location made the previous year. In addition to the above, there is given in the fourth year a comprehensive series of lectures on railway signals, embracing the construction and operation of block signals and interlocking signals for yards, crossings, etc.

Summer courses.—It is believed that the summer courses in surveying in the second and third years are particularly valuable, on account of the continuous and practical character of the work. The student is employed all day for six days in the week, and the methods used both in the topographical and railroad surveys embody the latest modern practice. The work is usually located in the Adirondack foothills, and forms the most enjoyable and healthful as well as valuable portion of the surveying instruction. These courses are open to a limited number of special students who show themselves competent to perform the work.

Topographical drawing.—Topographical drawing is taught in the first, second, and third years of the course. In the first year the student learns to make the various topographical symbols, both in pen and ink and in color. In the second year, in connection with the course in surveying, he maps small areas from notes furnished him, measures and computes the areas and draws contours, projects grades, and computes volumes of earthwork involved in surface grading. He also makes a skeleton map of the summer survey. In the third year he completes this map and also makes in the field the map of the railroad survey. The use of the planimeter and the various diagrams for estimating areas and earthwork are taught.

Rational mechanics.—At the conclusion of the course in Integral Calculus during the first term of the third year instruction in Rational Mechanics begins. In this course, which extends over a part of two terms, with recitations and lectures every day, the fundamental theoretic principles of statics, cinematics and dynamics which underlie and form the foundation of all branches of engineering are taught. The higher treatises and text books supplemented by notes are used. The method of instruction, which applies as well to the technical subjects in the department of mechanics as to the rational, is as follows: The class is divided into sections and each section, after a combined lecture and thorough interrogation by the professor in charge, goes to the assistant for a recitation on certain selected parts of the subject. The assistant requires each student each day to put one of these articles on the blackboard and explain it. During this explanation he is interrogated upon the principles involved.

Structures.—The theory of structures is taught during the last term of the third year. This includes the equilibrum and stability of frames, chords, arches, buttresses, chimneys, abutments, piers, retaining walls, dams, etc. Analytical and graphical methods of treatment are elaborated. A treatise on masonry construction is also used as a text-book, and the strength, properties, and cost of cement, mortar, concrete, brick, and stone masonry, together with all the more important kinds of foundations, are considered.

Resistance of materials.—The elasticity and resistance of the materials of engineering are considered during the first term of the fourth year. The fundamental equations of the theory of flexure are first determined and applied to a consideration of the strength of simply supported and continuous beams and of columns. Practical formulæ for the strength of beams are determined, and the right line long column formula and those of Gordon and Euler are deduced. Attention is also paid to the graphical representation of the strength of columns. Theoretical formulæ for torsion are developed and applied to a consideration of the strength of shafting. The design of riveted joints for boiler and tube work is taken up and the proper size and pitch of rivets determined.

In the practical part of the subject the coefficient of elasticity, elastic limit, ultimate resistance, and other properties of cast and wrought iron, malleableized iron, steel, bronze, copper, and other metals in tension, compression, and shear are studied, and the students are required to make experiments on the testing machine and determine their properties as above outlined. The value

of wood, stone, brick, etc., for use as materials of engineering is investig and each student also determines the strength of cement by the use of a cer testing machine. Attention is paid to the fracture and appearance of me and also to the effect of repetition and reversal of stress.

Bridges and roofs.—The course on bridges and roofs is given in the firs second terms of the fourth year. The first part is devoted to the theo stresses. In this the student becomes familiar with the calculation of str in plate girders, in Howe, Pratt, Whipple, and lattice bridges, and in trusses curved chords; also in cantilever, suspension, and draw bridges, and in va kind of roof trusses. Analytical and graphical methods and the method of w concentrations and of panel loads are used. Details and connections are fully considered and studied from the very large collection of blue prin existing structures of all kinds in possession of the institute. A set of br specifications forms a part of the course upon which recitations are requi and hand-books of bridge and iron works are used for reference. During course the class is taken out for an examination and comparison of various st of bridges in the vicinity, and a bridge shop is also visited and the mach and methods of manufacture explained.

The second part of the course in the second term is taken up with the de of bridges and parts of bridges. The student makes all the calculations complete shop drawings of the work in hand, each bridge being different f the others, and tracings and blue prints are finally made. It is thus seen the course is thoroughly practical in its character.

Hydraulics and hydraulic motors.—This subject is taught in the fourth y It includes hydrology, hydrostatics, theoretical hydraulics, the flow of w through orifices, over weirs and dams, through tubes and pipes, and in duits, canals, and rivers, the measurement and cost of water power, the dyna pressure of flowing water, hydraulic motors, and the general principles of n hydromechanics. Numerous examples illustrating the principles are gi In the direction of water-supply engineering there are considered general r fall statistics, precipitation, evaporation, the collection and storage of water, its impurities; the practical construction of waterworks, including reser embankments, waste weirs, partition walls, conduits, distributing systems, the various methods of filtering. The delivery of water by pumps is here touc upon, though this matter is more thoroughly treated in the course on the st engine. The theory and efficiency of the various forms of water wheels ar vestigated and the students are instructed with regard to the different kin turbines, with their draft tubes, diffusers, and governors.

They are required to measure the flow of adjacent streams by means of w and thus practically to find the discharge. Practice in the measurement of velocity of streams by means of current motors and floats is also given, models of valves, motors, practical working turbines, etc., add value to the struction. The subject of aërodynamics is also taken up in this course and flow of air through orifices, and in pipes, blowing engines, the relations betv the velocity and pressure of the wind, anemometers, windmills, etc., are stud

Sewerage systems.—The design of sewerage systems is taken up in the fo year. A comparison of the cost and efficiency of the different systems is n and the conditions under which each should be used explained. The var methods of sewage disposal are exemplified and their efficiency discussed. effect of the surface and magnitude of area drained in connection with the r imum rainfall is considered, and main and branch sewers for the separate combined systems are proportioned and their cost determined. The mate of construction, foundations required, methods of laying, and description details, such as branches, manholes, catch-basins, etc., are also given.

Steam engineering.—The course in steam engineering is given during the term of the fourth year. It consists of a series of lectures by a well-known sulting mechanical engineer. The properties of steam are first elaborated, afterwards the details and construction of the various engines and boile ordinary use considered. The strength of their parts are calculated and t general operation explained. The course also includes pumping machin The lectures are illustrated by drawings, photographs, and hand-books, books of reference are used for consultation. Each student makes a gen design for a locomotive, pumping, marine, or other form of engine, though tailed drawings are not expected. He is also required to take indicator grams from some engine and determine from them its power. Examinatio various forms of steam engines in the vicinity are also made under the direc of the instructor.

Theses.—A thesis on some technical subject must be written by each student during each summer vacation.

A graduating thesis, which must be either a review of, or a design for, a machine, structure, plant, system, or process belonging to a department of scientific or practical technics is also required.

Degrees conferred.—The annual register of the institute for 1893 contains the following clauses in relation to the conferring of degrees:

The institute will confer the degree of civil engineer or of bachelor of science upon all its future graduates who shall have completed the course leading to such degrees, or to either of them.

(1) The candidate must have sustained a satisfactory examination in all the studies of the course in civil engineering or in that leading to the degree of bachelor of science.

(2) His thesis must have been approved by the faculty.

(3) He must have paid all dues to the institute.

(4) He must be of good moral character.

Buildings and property.—The institute has at present six buildings in use for purposes of instruction: the main building, the Winslow Laboratory, the Ranken House, the Astronomical Observatory, the Gymnasium, and the Alumni Building.

The main building is 115 feet in length, 50 feet in breadth, and four stories in height. It contains lecture and recitation rooms, drawing rooms, and the laboratories of the Department of Physics. The main hall of the institution, where the reading of theses takes place, is also in this building.

The Winslow Laboratory is 77 feet long, 45 feet wide, and three stories high. It is devoted to the Department of Chemistry. The first story contains rooms for quantitative analysis and special investigations, and also furnaces for the work in assaying. The second story contains the general laboratory for qualitative analysis and rooms for chemical balances and for the instructor in charge. The third story contains the general lecture hall, a recitation room, a room for the apparatus used in the lectures on general chemistry, and an office for the use of the instructors in the department: In this room there is a carefully selected special chemical library.

The William Proudfit Observatory is an astronomical observatory, consisting of a central part 40 feet square, with north, south, and east wings. It is 70 feet long and 60 feet in depth. It is well equipped with instruments for use in engineering instruction, containing a transit instrument, chromometer, chronograph, clocks, and sextant.

The Ranken House is 40 feet square and two stories in height. It is used as a mechanical laboratory, and contains machines for the testing of the various metals and of cement, stone, wood, etc.

The Gymnasium is 80 feet wide and two stories high. The first story contains bowling alleys, sponge and shower baths, a dressing room, and a reception room. The whole of the second story, 30 feet in height is taken up by the gymnasium proper, which has a gallery with a racing track and is fitted up with the best patterns of Dr. Sargent's gymnastic apparatus.

The Alumni Building is about 50 feet square and three stories in height. It is fireproof throughout, having concrete floors and brick partition walls. The first floor contains a library, a room for the trustees and the transaction of general executive business, and one for the office of the director. The second and third floors contain the geological, mineralogical, and general natural history collections. There is also a lecture room for the professor of geology on the second floor.

The Library.—The library, located on the first floor of the new fireproof Alumni Building, is strictly technical in its character. It consists of about 5,000 volumes and a large number of pamphlets and maps, and consists of many valuable scientific works, including the publications of foreign and American societies, and bound volumes of various technical journals. The professional library of the late Alexander L. Holley was bequeathed by him to the institution and forms a part of its collection. The books and pamphlets are accessible to all members of the institute, and the reading room attached contains the current numbers of all the more valuable scientific publications of this and other countries.

Instruments and apparatus.—The institution possesses valuable collections of drawings, models, instruments, and machines for purposes of illustration and instruction in its various departments. The total value of its property is estimated at $350,000.

Importance of the school.—The importance of this institution in the educational history of the country is well known. This is due not only to the methods of instruction and the high standard of scholarship required, but also to the splendid work of its graduates as engineers and teachers of science. In a pamphlet published in 1892, entitled, A Partial Record of the Work of Graduates of the Rensselaer Polytechnic Institute, are given the names of 33 presidents, 121 vice-presidents, managers, and superintendents, and 69 chief engineers of railroad companies, steel and iron works, bridge companies, waterworks, electric companies, mining companies, sewerage systems, canals, etc., who have graduated at the school; also of 5 State geologists and 56 professors who have been connected with most of the great educational institutions of the country.

The pamphlet also shows that the graduates of the school have been connected as designers and constructors with nearly all the larger bridge companies and great bridges in the country, and that they have in responsible positions helped to build and equip 109,000 miles of the railroad systems of North America, beside many miles in other quarters of the globe. One hundred and ninety of the graduates of the school have become members of the American Society of Civil Engineers. It received at the Paris Exposition of 1889 the only grand prize given to engineering schools of the United States.

That it is widely known as a school of science may be inferred from the residences of its students, who have come from all parts of the world.

Number and distribution of graduates.—Including the class of 1893 there have been 1,093 graduates, of whom 837 are alive and 256 are dead; 947 received the degree of Civil Engineer (C. E.) The graduates are practicing their profession in 47 of the States and Territories of the United States, and in 18 foreign countries.

Beside the General Alumni Association of the Institute there are associations of graduates in Pittsburg, Kansas City, Chicago, and New York.

Instructors and students.—The Annual Register for 1893 contains the names of 18 professors and instructors, 8 lecturers and 206 students.

CHAPTER XXIV.

THE UNITED STATES MILITARY ACADEMY AT WEST POINT.[1]

By EDWARD S. HOLDEN,

Director of the Lick Observatory, Mount Hamilton, Cal

It is not long since we were reading in the newspapers daily telegrams from the seat of the Indian war in the Northwest. * * * In the midst of peaceful settlements a rebellion sprang up suddenly. Several thousand Indians left their reservations, bent on war. Our small and scattered Army was called upon to suppress the rising, and in a few weeks this was accomplished. The country is now at peace. The Indians are ruled justly, firmly, and honestly, by a couple of Army officers; in a few months we shall have forgotten the whole matter. As I read the telegrams day by day it seemed to me that several important points were missed by the gentlemen who were sending them. Here was a rising which if anyway successful would cost hundreds of lives and millions of dollars. All the expense of life and money was saved by our little Army directed by a few competent officers. I have not seen it clearly brought out that the whole cost of our military establishment for a long term of years would be a cheap price to pay for so prompt and peaceful a solution. The confidence felt in our officers was an unconscious compliment to their efficiency, but it seemed that it would have been worth while to inquire a little more closely just why the confidence was felt, and just how they came to be efficient. Efficiency is not a natural gift but is an acquired talent. In thinking of this petty war (which came very close to being serious), and in asking myself these very questions. I reviewed in my own mind the course of training at our National Military School and saw clearly how it is that our young men are taught to be prompt, efficient, faithful, and thorough. And I have thought that others might be interested in a sketch of the training of the cadet at our War School, especially as it is not always understood.

I shall speak of the effect of the methods adopted at West Point in developing moral character chiefly, and I shall be obliged to leave unexplained (for the sake of brevity) many points which might cause those unfamiliar with its work to think that the intellectual development of the student may suffer. That it does not so suffer it is perfectly easy to show, either by results (see the table of civil occupations of graduates, following) or by argument. But it is clear that this latter question can not be thoroughly discussed here. I therefore beg my readers to take it for granted that along with the moral results which I shall examine in detail, capital intellectual results are attained. These points should be constantly kept in mind in reading the present paper.

The candidates to the Academy are appointed one from each Congressional district in the United States and ten "at large" by the President of the United States. Thus a full corps would now consist of about 350 members. This method of appointment secures an entirely representative body. The American people are exactly typified by the entering class of each year. The age of entrance must be between 17 and 22 years.

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[1] I reprint here the excellent article of Prof. Edward S. Holden, of Lick Observatory, with his permission. It appeared first in the Overland Monthly.—W. T. Harris, *Commissioner*.

There is absolutely no selection on the part of the Government, except that the candidates should be physically sound and that they should be able to pass a simple examination in English, arithmetic, English grammar, geography, and American history only. Imagine, if you will, an entering class of say one hundred members, who come from every State in the Union, from Maine to Oregon and Louisiana; who have been educated at all kinds of schools, public and private; who represent all classes of society from the cultured to the ignorant, from the very rich to the extremely poor, and whose homes may have been the simplest cottages or one of the brownstone palaces of New York or Boston.

It is impossible to conceive a more motley assemblage as to their external looks and fashions. Interiorly there is equal variety. Lads stand side by side who have had the most delicate moral nurture, or none at all; who are pure and simple, or already far on the road to dissipation; who are models of truthfulness and modesty, or already shifty contrivers of escapes from duty and obligations. There is a representation of every possible class of American youth, and all the inequalities of our society are repeated here. I wish to insist upon this now, in order that the nature of the material may be thoroughly comprehended, and in order that the result at the end of the four years may be appreciated.

In a few days, the entrance examinations are over, and the class is reduced to fifty or sixty who are to begin their four years of probation. The external inequalities have all vanished as if by magic. Each cadet is dressed precisely like every other cadet; each has precisely the same duties as every other; each lives in a room precisely like every other room; no one is allowed to furnish his quarters in any but the prescribed way, with very plain materials made and issued at the Academy. No express parcels from wealthy homes may be received. No one is allowed to have money. At the best he can only have credit, on a pass book, and this credit can not be utilized without special permission. In a week every sign of external inequality has absolutely vanished. It never returns so long as the cadet remains a cadet. After his graduation, wealth or social position may count. Until that time, no external circumstances disturb the absolute personal equality of every member of each class. There are personal inequalities formed by the cadets themselves between class and class.

Each higher class maintains (and in general deserves to maintain) a superior standing to every lower one. Official inequalities are created by the appointment of the best men of the second year to be corporals, of the third year to be sergeants, of the fourth year to be company officers—but these positions can be attained by good scholarship and by soldiery bearing, and in no other way. These rewards are open to all on absolutely equal terms. In the class-rooms the same equality exists. The cadets are divided into small sections of eight or ten members for the purpose of instruction. Each section is presided over by some young officer of the Army, chosen for his ability. The professor in charge of a department visits all the section rooms frequently. Every two days or oftener each student recites in the presence of his professor. The most accurate record of the scholarly performance in the section-room is kept by the instructor and checked and verified by the professor, so that it is certain that the scale of marking is the same throughout the class. The lowest man in the first section is always a little better than the highest one in the second. Absolute and complete justice is attained in this way more nearly than in any other organization it has ever been my fortune to see and study. I have never heard it seriously questioned by student, officer, or professor. Once each week the marks of each cadet for every recitation are publicly posted. Thus every student can compare his work with that of every other member of his class. He knows from week to week exactly what he has been doing, and thus exactly what he must accomplish in the future to attain any given excellence. The sections consist of 8 to 10 members. The recitations are from sixty to ninety minutes long, depending upon the topic in hand. Therefore each cadet is called upon every day, and the quality of his work is thoroughly tested.

The certainty that he must recite each day, and that no failure can possibly be hidden, obliges each student to prepare his lessons with a thoroughness and faithfulness which is not attained at any other institution of learning with which I am acquainted. The effect on the moral character is immediate and admirable. The cadet learns in the recitation room, as everywhere else, not to shirk his duty, and he learns what few in civil life learn so early, namely, that every shortcoming in the course of duty is sure to bring with it its corresponding penalty.

A thoroughly unsatisfactory recitation not only receives a low "mark," but it is treated as a dereliction of duty also, and confinement to quarters during Saturday and Sunday afternoons is given as a punishment for such failures. Twice during each academic year there are public written and oral examinations in the presence of the whole faculty.

A mark is assigned for the performance of the student at the examination also. If the sum of all his marks in any study is above a certain quantity the cadet is proficient, and he receives a class rank in that study depending upon his performance during the year, or it may be on his performance during a period of two years—for important subjects like mathematics are studied for the whole of two years. If on the other hand he is deficient, another careful examination under the eye of the whole faculty is given to him and the result of this decides whether he shall be dropped altogether (and thus lose all hope of rank in the Army) or turned back to the class below his own (thus losing one year's promotion).

None who are deficient are permitted to go on with their classes. These severe penalties are constantly before the eyes of every student. They are administered with perfect justice, and with inexorable certainty and with promptness. A few weeks of inattention to duty will subject the careless student to them, and he knows precisely what the result of carelessness will be. Hence the idle, the careless, and the vicious are soon eliminated from the school; the others are brought forward to a high point of diligent and persevering attention to duty. Good intellectual performance is a duty. The Government is at considerable expense in maintaining a cadet at the Academy. The plain question is, Is it worth while to be at this outlay for the promise and the performance of this particular student?[1] The daily test in the class rooms and the periodical examinations answer this question definitively.

To complete the consideration of this part of my subject it is necessary to say how the graduating class rank is obtained. The four or five highest of each graduating class are assigned to the Engineer Corps, the next to the artillery, the next to the cavalry and infantry. The desirability and precedence of the different arms of the service (with respect to their consideration, privileges, pay, etc.) is in this order. Moreover, the cadets are allowed to select the desirable regiments in each branch of service according to their class rank. Promotion in one regiment may come several years before promotion in another, etc. Hence the graduating class rank is of immediate importance to the cadet. It is fixed as follows: From his record in each subject, as mathematics, physics, etc., a rank in that subject is assigned to each student. From the aggregate of all these special proficiencies a general proficiency is deduced. This latter mark fixes the graduating class rank. Thus the difference between No. 5 and No. 6 in a class may have been decided by a week or even by a single day of careless work two, three, or four years before the time of graduation; and this difference may make a marked change in the future of the young officer. Instead of important and responsible service in the Engineers, he may have slower promotion, less pay, and less desirable service in another arm of the service. This is perfectly recognized by all the students. They therefore recognize the perfect justice of the final award. Little is said to them of the importance of their work in this respect. The natural effect of certain conduct is completely understood by all, and it follows with a certainty and a justice which is practically perfect. It trains each student in the heathen virtues of fortitude and justice as no other system can. It is the natural system—the system of nature—ultimated.

I may now turn to the more strictly military education of the cadet, and here again we shall see the natural system of training in full operation. Here, as in the account of the mental work required of the students, I shall specially consider the effect of the system on the building up of a character and on the development of the simpler and sturdier moral virtues.

A method which is so successful in training some of these, is applicable to education in all the others. The conduct, the whole official conduct, of each cadet is the subject of record, just as his proficiency in a study like chemistry or tactics.

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[1] It appears to me that this aspect of school life should be placed frequently before students in our State colleges. It costs the State $400 to $500 per year for each student. The plain question to be answered for each individual student is, Is he worth $400 to the State, or is he likely to be? If he is not, then his place should be filled by one who is.

The usual lax system encourages the student to consider the State as bound to take care of him, and tends to extinguish his manly independence.

It is recognized that the official conduct required is necessarily difficult the new comer to follow, and hence this record has no effect on his gradua rank until after the student has been six months in the Academy. Moreover conduct—discipline—in the last year of his course is counted twice as impor as his conduct in any other year.

This is as it should be. To obtain a numerical standard of conduct, recour is had to a system of demerit marks. Good, that is perfect conduct, is expecte of all, and no credit is given for it. Any failure in conduct has a certain numbe of demerits attached to it. "Late at roll call" would carry 1 or 2 demerits "absent," 10; slight untidiness in dress, 1; inattention in ranks or in recitation 5, and so on.

A cadet may obtain 125 demerit marks between June 1 and December 31 (a period which includes service in camp) and 90 between January 1 and May 31 (in barracks) without incurring any serious consequences. His class rank will be lowered just as if he had partially failed in a study like chemistry or physics, and he must suffer the confinements to quarters on Saturdays, etc., which are attached as punishments to certain offenses in addition to demerit; but his standing as a member of the school is only lowered, not endangered. If, however, he has more "demerit" than these maxima, he is reported as deficient in conduct: his case is specially considered, and he is either suspended or dismissed.

Let us see the process by which these marks are assigned. Any "offense"—as for example, "late at parade roll call"—is noted by the proper officer (nearly always a cadet officer, not an officer of the Army) and is reported in writing to one of the army officers. The "offenses" for each day are posted on a certain bulletin board. An "explanation" in writing is required for each offense. Not to render such an explanation is itself an offense. If there is no excuse, the return to be made is:

> Offense: Late at parade roll call.
> Explanation: No sufficient excuse.
> (Signed)
> A. B.,
> *Cadet fourth class, D Company.*

Each cadet must therefore examine his official conscience, so to say, regularly, and record the results of his examination. Ill feeling is avoided, as the whole transaction is carried on in writing, and there are no (or few) personal reprimands.

Let us now see how rigid a system this is. Take the one matter of tardiness. A cadet will attend the following roll calls daily: Reveillé roll call, breakfast (and formation after breakfast); class formation at 9 a. m. (and formation after this recitation); class formation at 11 a. m. (and formation after this recitation); dinner roll call (and formation after dinner); class formation at 2 p. m. (and formation after this recitation); drill roll call about 4 p. m.; parade roll call about 6 p. m.; supper roll call (and formation after supper). These are the regular roll calls of every day during the month devoted to study. In camp life there are even more. There are fifteen opportunities daily to be "late." By improving all these opportunities for six days ($6\times15=90$) between January 1 and May 31 the cadet would become deficient in conduct on account of tardiness alone. There are hundreds of other slight infractions of discipline, such as "one button of uniform coat unbuttoned at drill," each of which carries with it at least one demerit. Ninety in all are allowed, and no more. This limit passed, the cadet is deficient in conduct, and he knows it from the first. This limit approached, and his promotion in the Army two, three, or four years from now will be to a lower corps instead of to a higher; to a less desirable station or regiment, instead of to a more desirable. This also is known from the first. There is no talking; simple laws are prescribed; it is not difficult to conform to most of them; every reasonable excuse is admitted; the result is like the result of gravitation—inevitable, inexorable, just, immediate.

Observe what effect this constant responsibility must have. Take the case of punctuality alone. There are fifteen chances daily to be "late." The cadet is at the Academy about forty-six months (two months on leave of absence). Averaging the various duties, we may say that he is called upon to be prompt at roll call fifteen times a day for something like 1,200 days; that is, the virtue of punctuality is insisted on in this particular way on 18,000 different occasions. In the same way each cadet is personally called upon to be neat, orderly, attentive, obedient, twenty, thirty, fifty thousand times during his student life. And each failure is noted. I have forgotten how many "demerits" I personally received during my course (many more than I ought, no doubt), but I chance to recollect that I was not "late" for a single one of the 18,000 opportunities. It was a tradition in my time that Prof. A. D. Bache (a graduate of the Academy at the head

his class, and the talented chief of the U. S. Coast Survey) had no demerits at all for his whole course.

Punctuality and promptness are insisted on in many other ways beside the one just cited. Order is enforced in the care of the arms, the clothes, the books, the quarters of the students. Obedience is the center of the whole system. Respect for superiors is natural to lads who are really in the daily presence of their superiors—both their fellow-cadets and the Army officers. Real respect is the basis of modesty. With regard to their own powers and in relation to their fellow-members of the Army, the graduated cadets are modest and respectful not only in manner, but in reality. It is one of the minor deficiencies of their very special training, that they are allowed to remain too ignorant of the great world outside of their little one: so that we frequently see a spirit of arrogance toward this outside world growing up alongside of a spirit of real modesty to everything within their own smaller circle. I need not say that this is by no means necessarily so. It is the fault of the application of the system, not the fault of the system itself, and it can be easily corrected. Outward respect is taught in countless ways—by the required salutes of sentinels, etc. Perfect, simple, absolute truthfulness is taught also in countless ways. Every written "explanation" must be perfectly true. Each cadet must always stand ready to explain his explanation in writing or otherwise. If he should descend to prevarication, he would be at once court-martialed for "conduct unbecoming a cadet and a gentleman." If he were found guilty he would be promptly dismissed the service.

Moreover, the cadets have their own private *Vehm-Gericht*. If a comrade is known to be guilty of lies or theft, he is privately notified to tender his resignation. Only the guilty will make such a sacrifice of their prospects and career; and this action on the part of the students has so far, I believe, produced only good results. In my opinion, however, it is dangerous and unnecessary, and should be prohibited.

Minor offenses against the unwritten law of the cadets are punished by refusing to have any but official relations with the offender. Occasionally this punishment has been unjustly administered, but in general I have no doubt that good and not harm has resulted from this custom. It can not be and should not be touched by law.

I have one more regulation and practice of the Academy to consider. I refer to the custom of requiring written reports from certain of the cadets after the completion of certain duties (as those of officer of the day, etc.). The cadet whose tour of duty has expired transfers his functions to his successor, and at once submits a written report regarding the matter in hand. This report concludes as follows: "I certify that the above report is correct and just." The words, "on my honor as a cadet and a gentleman," are always supposed to precede the signature. I have never known such a report to be falsely signed. It is universally agreed among the cadets that they can not permit a comrade to violate his honor even to shield others from the severest punishments, still less to shield himself. A code of honor, highly artificial, if you choose, but highly efficient both in its outer effects and in its inner compulsions, is thus created, maintained, and transmitted, among the students of this school. When they become officers, this code of honor becomes a code of honesty.

I shall give some of the statistics of the Army considered in its relation to the disbursement of public money, further on. It will be found that there is no organization on earth, and that there never has been one, in which money has been handled so honestly as by the officers of the American Army.

Any system can be judged by its average, or by its highest product. The highest intellectual product of the Military Academy is the Corps of Engineers. Very few persons not graduates of the Academy have been members of this Corps. In general, it is recruited from the first five members of each successive class.

To the Engineer Corps is intrusted the expenditure of our large appropriations "for the improvement of rivers and harbors," which often amount to fifteen to twenty millions of dollars annually. During the war of 1861-'65 they handled millions upon millions of public money. I believe that I am correct in saying that no single officer of this corps has ever been found guilty of embezzling the public money for his own use.

The table which follows will give some idea of the intellectual results attained by the methods of the school:[1]

[1] These statistics are complete from 1802 to 1870, and are taken, with other similar data, from Gen. Cullom's Biographical Register of Cadets of the U. S. Military Academy.

Civil occupation of graduates who have resigned from the Army.

President of the United States	1	Professors and teachers	131
Members of the Cabinet of the United States	4	Superintendent of Coast Survey	1
Ministers from the United States to foreign courts	11	Surveyors-general of States and Territories	10
Chargé d'affaires from the United States to foreign courts	2	Chief engineers of States	14
United States consuls-general and consuls	9	Presidents of railroads and other corporations	77
Members of the United States Senate and House of Representatives	21	Chief engineers of railroads and other public works	61
United States civil officers of various kinds	170	Superintendents of railroads and other public works	59
Presidential electors	8	Treasurers of railroads and other companies	21
Governors of States and Territories	14	Civil engineers	217
Lieutenant-governors of States	2	Judges	13
Members of State legislatures	77	Attorneys and counselors at law	185
Presiding officers of the State senates and houses of representatives	8	Bishops	1
Members of conventions to form State constitutions	13	Clergymen	36
State officers of various grades	76	Physicians	12
Adjutant-general and quartermaster-general of States and Territories	24	Merchants	121
Officers of State militia	145	Manufacturers	72
Mayors of cities	15	Artists	3
City officers	48	Architects	7
Presidents of universities, colleges, etc.	41	Planters and farmers	223
Principals of academies and schools	32	Bankers	17
Regents and chancellors of educational institutions	13	Bank presidents	8
		Bank officers	21
		Editors	26
		Authors	156

I have seen a curious comparison by the late Gen. Alvord between the losses to the Government through the defalcations of Army officers (both graduates of the Academy and appointees from civil life) and losses to the Bank of England through the defalcations of its employés. In both cases the loss was a very small fraction of 1 per cent of the money handled, but the percentage lost through the unfaithfulness of our Army officers was only a small fraction of the loss through the employés of the bank. I regret that I have not been able to find Gen. Alvord's pamphlet, so as to quote his exact figures, but I am sure of the general conclusions.

In comparing such statistics, it must be remembered that the officials of the Bank of England are a picked class, as well as the officers of the Army. The former are selected from the younger sons of wealthy families, and a clerkship is an honorable and well paid life career. Moreover, it must be remembered that during our civil war many appointments to places in the Pay, Quartermaster, and Commissary departments were hurriedly and ill advisedly made from civil life, and that the effect of the Military Academy training was chiefly felt by the checks placed by its methods over all officials, whether graduates or not. Even under the tremendous strain of the late war, the code of military honor and honesty showed itself to be highly effective. The total disbursements by Army officers during the war were over $1,100,000,000. The defalcations and money losses of all kinds (including captures of funds by the enemy, were less than $1,000,000, or less than one-tenth of 1 per cent on the money handled. No organization for the disbursement of public money, from the time the pyramids were built until now, has a record approaching that of the disbursing officers of the United States Army. And this bright record is a direct result of the training of the Military Academy at West Point.

We have just seen what the effect of the Academy training has been in matters relating to faithfulness and honesty in the care of public funds. It is more difficult to give statistical accounts of faithfulness in the performance of other duties. Perhaps I may be allowed an illustration which seems to me to express, in brief, the whole spirit of the Academy.

One of my close friends, a young engineer officer, was charged with the longitude determinations along the northern boundary of the United States, between Winnipeg and the Lake of the Woods. His work consisted in transporting a set of chronometers running on Greenwich time from station to station, and in determining at each place the local time by observation. A comparison of the local times with the chronometer times gave the longitudes from Greenwich. As the country near the Lake of the Woods is but a succession of morasses, this work had to be done in the depth of winter, when the marshes were frozen solidly. My friend a lad of 22 or so, had nearly completed all the links in his chain of stations, when he was caught with his entire party in a terrific storm of wind and snow. For hours and hours the band, with the dog

sledges, plodded on and on towards the station where their companions were feverishly awaiting them. To stop was death. One by one the men became exhausted and fell in the snow, begging to be allowed to sleep and to perish by freezing rather than to go on in the hopeless search for camp. The few stronger ones (my friend among them) spent their forces in compelling the others to rise and struggle forward for their lives. The storm grew wilder and wilder, the night fell, and finally it seemed certain that the party was hopelessly lost and must perish.

Even the dogs refused to go farther. There was nothing left to do but lie down and die. My friend opened his note-book and with his freezing fingers wrote a farewell message to his old father (himself a graduate of the Academy and a distinguished general officer), to his mother, to his sister. Then folding his cloak about him and commending his soul to God, this young hero laid down to sleep—the last of all his command—with the knowledge that sleep was certain death. He had done his duty. He could do no more. But yes—duty had another call. In the deadly stupor and chill of death it spoke to him, and the call was heard. As he told me, simply, not thinking it of great moment, "I remembered that the chronometers were not wound," and that the longitude would thus be lost, for the party was sure to be sought for and found within a day. Once more he obeyed the call of duty. Once more he rose, struggled to the sledge, opened, wound, and carefully covered the chronometers, and once more laid down to die—this time in peace. All his duty was done. It was a deed of which humanity may be proud: done simply, in solitude, manfully, faithfully, to the utmost. After many hours the party was indeed found—and saved; "the longitude was not lost;" and the training of the school on the Hudson was displayed here, as it had been so often before, as it will be so many times again.

The Academy was founded in 1802: in the war of 1812 '15 the young graduates took part. One-sixth of all who served in the field laid down their arms for their country: one-fourth of the total number were either killed or wounded; one-fifth of the survivors were specially rewarded for conspicuous gallantry. In the Mexican war our armies were officered by graduates, and were opposed by a hostile force quadruple their own. In a little over a year they had fought and won thirty battles, taken a thousand cannon, carried ten fortified places, and completed the conquest of Mexico and California. Gen. Scott has said (in a letter of June 21, 1860): "I give it as my fixed opinion that, but for our graduated cadets, the war between the United States and Mexico might, and probably would, have lasted some four or five years, with, in its first half, more defeats than victories falling to our share; whereas, in less than two campaigns we conquered a great country and a peace, without the loss of a single battle or skirmish."

It is something to be able to do well what one sets out to do. Efficiency is a kind of virtue, and the record of these two wars sets a seal on the practical efficiency of the graduated cadets. * * *

I have thus traced rapidly a sketch of the national war school at West Point. I have shown how her sons are recruited from every rank of life, and how various are their conditions. I have exhibited the training which they undergo, and have shown how it perfectly conforms to the method of nature itself. I have set forth, from statistics, the results of such training: and the record is one in which we as Americans may well be proud. No human organization has ever fulfilled its special functions more perfectly than our national Military Academy. It will be immediately obvious why this is so, and I feel confident that no educator can read this sketch without finding in it lessons for himself to carry out in his own field of work. The results attained in our national school under highly specialized conditions can not be reached in degree, under the circumstances of the common school.

But the principles which stand out are eternally applicable. Once comprehended, they can be applied anywhere, under any circumstances. It would be unjust and ungracious in a son of the Academy to fail to name the man to whom above all others West Point owes its present system.

Gen. Sylvanus Thayer was its superintendent for seventeen years, from 1817 to 1833, and gave to it in his long administration essentially the form it now has. The principles of his government have been most faithfully and intelligently carried out by his successors in office and by the corps of professors and instructors. Public opinion among all the graduates is an immense force which tends to preserve and consolidate the main principles of the present system. There is no graduate of the Academy who would not make any sacrifice to preserve a sys-

tem whose excellence has been proved to him in thousands of varying circumstances. The principles which govern the administration of the Military Academy are of the highest interest to those in charge of our common schools; but they are still more important, in my view, to the governors of our State universities, especially when those universities have benefited by a grant of the public land and have engaged themselves to maintain a college where military subjects must be taught. Such universities are endowed by the United States for a special purpose, and they are in every way sacredly bound to carry out their trust.

It is impossible and undesirable to organize such military departments on the exact model of West Point. Their main object is not to make professional soldiers, but rather to train civil citizens who shall not be totally ignorant of arms, and who shall have the patriotic spirit as well as the technical ability to be useful to the nation in a time of trial. Such times of trial we have experienced already, and we shall experience them again. It appears to me on every account important that this subject shall receive attention. And I know of no better way in which to inculcate the simple virtues which are the basis of character than to encourage and foster these training schools especially endowed by Congress. The General Government, the State, the university, and the individual student will all be gainers—and that, in many different ways. If I have been able to show that there is a duty here, and that the means of performing it are simple and near at hand, I shall have done a public service.

If I have further exhibited some of the excellences of a Spartan system of training, which has triumphantly withstood the tests of three great wars, as well as the trials which come with peace, I shall be most glad to have returned thus much to my Alma Mater.

It seems to me that I understand, and that I must have made it clear, why it is that our little Army has never failed in any trial and why it never can fail so long as the same wise counsels govern the war school at which our officers are trained: and it appears to me that the methods which have been successful there are, with suitable modifications, universally applicable and deserving of adoption throughout our whole public educational system—from the common school to the State-supported university.

CHAPTER XXV.

THE CARE OF TRUANTS AND INCORRIGIBLES.[1]

BY EDWIN P. SEAVER.

Superintendent of Boston Schools.

Boys who will not go to school when they ought, and boys who are so ill-behaved when they do go that teachers have good reason to wish they had stayed away—these are the truants and incorrigibles who must be taken care of if education in this country is to become universal in fact as well as in purpose, and so do its full work in training to good citizenship, and in preventing crime. Little matters it whether the boy is out of school from his own waywardness, his parents' neglect, or the willingness of teachers to be rid of a troublesome pupil; in any case he stands for a failure in education, and is a source of danger to the commonwealth.

How to care for such boys—and girls too, for there are such girls—now to keep them in a school where they must work steadily, behave well, and learn to cherish some worthy purpose in life—this we may call our truancy problem.

Primarily the truancy problem is an educational problem for school authorities to deal with, not a matter of municipal regulation for police magistrates to manage. Not until truancy, neglected and unchecked, has led to positive crime, ought the truant to be handed over to the criminal jurisdiction. Not until education has exhausted all means of prevention and reformation should the truant be surrendered to the police magistrates for punishment.

The distinction here implied is of the greatest moment, though often overlooked or ignored. Let it be properly emphasized.

Truancy is not in itself a crime; but it is the dangerous way that leads many a boy into crime. The boy who has broken away from the restraints of home and school is not by that act a criminal; though he is giving rein to tendencies that will soon make him one. He is in grave danger; but timely care may save him.

Now, if the truant is not a criminal, it is an injurious mistake to treat him as if he were; it is worse, it is a crime against society. Restraint he certainly needs; but the restraint of confinement in a prison, or even in a reformatory with criminal companionship, destroys at once the best chance there is of saving him from crime. For that best chance depends on keeping his self-respect unimpaired, which cannot be done if he becomes an inmate of a penal institution. Every inmate of such an institution well knows, whatever the cause of his commitment and however correct a life he may lead after release, he must ever afterward bear a certain stigma for having served a sentence in a place set apart for the detention of criminals. A hard and unjust fate this may be; but there is no help for it; it is the way the world has of looking at such things, and the boy knows this just as well as we do.

Therefore does the hope of saving the truant from a criminal career depend on his being kept as long as possible out of the criminal jurisdiction. His self-respect must be guarded and cherished as the very germ of that better life that

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[1]The following valuable paper was read to the Department of Superintendence of the National Educational Association at its meeting in Richmond, Virginia, and at the request of the Commissioner of Education a copy was furnished for this report.

is to be awakened and strengthened in him. The place set apart for his detention, instruction, and discipline ought not to be the jail, the workhouse, or the reformatory; but it should be a separate establishment, wholly distinct and apart from penal institutions, and managed by the educational authorities of city, county, or State, not by the penal authorities.

These remarks, and the conclusion drawn from them, seem fairly to sum up the teachings of experience in the administration of compulsory school-attendance laws in those parts of the country where such laws are enforced. A brief review of this experience may therefore be interesting.

When really earnest efforts began to be made in Massachusetts to enforce the school-attendance laws it became necessary for towns and cities to provide places for the detention of truants. The places selected were generally unsuitable—in some cases extremely so. The prevailing idea among the officials seemed to be that the truant was a sort of malefactor, for whom any place of imprisonment was good enough. He was to be punished—that was the main thing—by being detained in a disagreeable place and compelled to do hard and disagreeable tasks, until he should be glad to pay for his liberty by going to school regularly; and his disagreeable experience should be a warning to other boys. Vindictive justice, not reformatory training, seemed to be the guiding principle. Accordingly truants were sent to the town almshouses, or to houses of correction, or to reform schools, or to any place where they could be kept from running away and forced to work.

But in time there grew up among thoughtful people the opinion that such treatment of truants was not only ineffectual for the purpose intended, but positively injurious. The evil which should have been cured was only intensified. The remedy was worse than the disease. Frequent cases were cited which tended to prove that ill-managed truant schools—that is, truant prisons—were only primary schools of vice and crime.

The late Henry F. Harrington, for many years the able superintendent of schools in New Bedford, eloquently protested in his official reports against the city almshouse being assigned as a place for the detention of truants in that city, and against the sort of care and training they received in that place. He declared with emphasis that by no official act of his would he become responsible for sending a single truant to that place. Not that the officers in charge were cruel or unfaithful; but they were much better fitted for their ordinary duties than they were for the delicate and difficult task of reforming wayward boys.

But perhaps the most conspicuous example of this bad system of caring for truants was to be found in the so-called truant school at Boston. Happily this school is soon to be abolished; and in place of it a new school, to be organized and managed on a far better theory, is nearly ready to start. This will be known as the Parental School; and some notice will be taken of it in a later part of this paper.

There is a large and once pleasant island in Boston Harbor, whose name, Deer Island, has acquired in recent years an unpleasant notoriety; for it has become in the popular mind a synonym for city prison. A broad expanse of water separates this island from other land in all directions save one; and here the tide runs through a deep channel with such force that attempts to escape by swimming are quite likely to end fatally. The great natural advantages of such an island as a site for the House of Correction, the House of Industry, and other such institutions were readily enough perceived by the city authorities. The impassable gulf of waters served the purpose and saved the cost of high prison walls.

Here, too, naturally enough under the influence of ideas current forty years ago, was placed the House of Reformation for juvenile offenders, commonly known as the reform school. This is the institution which has received all boys convicted of truancy in Boston down to the present time. For convenience of classification there has been maintained within the institution a certain distinction between the truants and the other boys, the former being called the "truant school" and the latter the "reform school." But both "schools" are to all intents and purposes one and the same. The so-called truant school of Boston, therefore, has no real and separate existence, it is merely a department in the House of Reformation for Juvenile Offenders maintained for convenience of administration. All this, however, is soon to be changed. The truants are to be cared for in some school wholly separate from the House of Reformation and situated at a distance from it and all similar institutions.

The selection of Deer Island as a place for the detention of truants and juvenile offenders was, as has been said, natural enough forty years ago. Little ac-

count was then taken of the effect of the criminal associations of the place upon the minds of the young candidates for reformation. The one thing certain was that the boys could not possibly escape from the island, as boys were constantly doing from other reform schools, giving the officers infinite trouble in recapturing them. In those days the lesson had not been learned that right treatment of boys, even if they are "tough characters" and doers of criminal deeds, is more powerful to hold them in place than are bolts and bars and high walls. The reform school was formerly understood to be and practically was nothing more nor less than a boys' prison. The only advantages it possessed over the common jail were these two: (1) The boys were instructed in school studies a part of every day; and (2) they were not exposed to the society of older and harder criminals.

But modern experience has proved beyond a doubt that bolts and bars and high walls and prison-like discipline are wholly out of place and injurious in juvenile reformatories; and the same ought to be even more true of truant schools. The practical success of such reform schools as that at Plainfield, in Indiana, or that at Waukesha, in Wisconsin, or that at Lansing, in Michigan, or that near Providence, in Rhode Island, or that at Westboro, in Massachusetts (since its reorganization and removal to open premises), leaves no open question on this subject. We now know by practical demonstration that the best way to keep boys in a reform school is to place no barriers in their way. Let them run away if they wish—sometimes they will run away, though not so frequently as under close confinement—but rely on right methods of treatment and discipline to hold them—not soft methods nor sentimental methods, but strong, kind, and right methods.

The unsuitableness of the House of Reformation on Deer Island as a place for the detention of truants has been strongly felt in Boston for many years. One manifestation of this is seen in the increasing unwillingness on the part of magistrates to send boys who are merely truants "down to the island." There has been a growing practice of putting complaints for truancy on file, in the hope the truant might see his danger and mend his ways. But often the truancy complained of has been accompanied by criminal acts which make the case really more serious. In such cases the boy is usually "sent down," the complaint for truancy being resorted to merely as a means of giving him a shorter term in the House of Reformation than he would get under a criminal complaint. So it has come to pass that the so called truant school on Deer Island is hardly a truant school at all, but only a primary reform school. The consequence has been that truants have been allowed to ripen into juvenile criminals before they were taken hold of in real earnest. Measures to cure truancy in its early stages have been delayed until a worse disorder has made its appearance.

Another strong reason for hesitating about sending a mere truant or comparatively innocent juvenile offender down to the island has been the stigma thereby entailed, and the consequent lasting injury to the boy's self-respect. Self-respect, as already pointed out, must be the main thing to rely upon in the work of reform. This stigma is all the more serious from the fact that the reputation of having "been down to the island" may mean that one has served time not merely in the "truant school," or in the "reform school," but in the House of Correction or in the House of Industry. People do not stop to make distinctions.

To show how cruelly this stigma may be used, let us take a case the like of which has happened more than once. A truant boy is sent down to the Island for a short term, we will suppose, and afterwards, having repented of his waywardness, has grown up to be an honest, steady man. One day he is called into court as a witness and he gives his testimony. He is cross-examined, but is unshaken, because he has told the truth. In conclusion he is asked: "Have you ever been convicted of crime?" "No, sir." "Ever served time at Deer Island?" "Yes." "That will do: you may step down." It is of no use for him to explain that he was at the Island a short time when a boy for truancy: the poisoned arrow has hit the mark; the jury's mind has been prejudiced; and our grown-up truant boy feels that his early fault will never be forgotten.

Realizing the evils growing out of the system that had been practiced in Boston for many years the friends of a better system made repeated applications to the city government, and, failing there, to the State legislature for a complete separation of the so called truant school from its connections and surroundings by the removal of it from Deer Island to some suitable place on the mainland. After some years of continued opposition from those who did not wish to have the existing system disturbed, a law was passed requiring the city of Boston to

do without further delay what had so long and so greatly needed to be done. Here is the first section of the law:

"The city of Boston shall forthwith, upon being requested thereto by the School Committee of said city, establish on the mainland, at some place removed from institutions occupied by criminals or vicious persons, a parental school for the confinement, disicipline, and instruction of minor children convicted" (of truancy, etc.).

This law was passed in 1886, but for nearly five years compliance with it was delayed, and annual attempts were made before the legislature to amend it in a manner to deprive it of its original intent, so obstinate was the opposition of those who desired to save the old order of things unchanged. A review of the long controversy would show how gradually the right principles of dealing with truants and with juvenile offenders became clearly established in the public mind. It was a long "campaign of education."

Meanwhile, outside of Boston in the State of Massachusetts, the movement for better care and discipline of truants and incorrigibles had made itself felt. Some good county truant schools have been established lately, among the best being that for Worcester County. To Hon. John W. Dickinson, secretary of the Massachusetts Board of Education, belong the credit of persistent effort and ultimate success in this movement in the State of Massachusetts at large.

In other States. too, particularly in large cities, experience has been much the same as in Boston, and has led thoughtful people to adopt much the same views concerning the proper solution of the truancy problem. Evidence is abundant. Two short quotations must suffice.

The first is from the report of a special committee to the city council of Cleveland, Ohio, 1891. It gives the conclusions of the committee drawn from the facts and opinions submitted by many eminent and well informed citizens.

"In the judgment of the committee there is an imperative necessity of providing some house, refuge or asylum for the reception of the city's waifs and youthful offenders who are not yet confirmed criminals. It seems equally clear that the needed institution ought to be wholly separated from the city workhouse or any other penal institution. A careful investigation on the ground and collected information bearing on the subject clearly show that the State Industrial School at Lancaster is not well adapted to the necessities of the case, and it is incumbent on the city to make suitable provision for such necessities. * * * Boys positively criminal should be sent to the State School at Lancaster, and not associated with the unfortunate or simply wayward boys, who should be cared for directly by the city. This matter of wholly separating criminals and noncriminals has received much study of late years, and the unequivocal and almost unanimous verdict of the ablest penologists of this land and other lands is that such separation be rigidly maintained. The 'segregate' or 'cottage' system, in which families of forty or fifty live by themselves in separate buildings, seems preferable to the 'congregate' system, in which hundreds are housed together. It enables the classification of inmates to be made, and makes easier the work of 'reformation in many ways.'"

The second quotation is from a report to the Humane Society in Rochester, N. Y., 1891.

"The reestablishment of a truant house in Rochester is urgently needed. There are many children who refuse to go to school and over whom their parents have no sufficient control. Such children ought to be brought up under kind but strict discipline. But there is no place for them. They have committed no crime and ought not to be placed in a penal institution. Then there are children whose parents serve a term in the penitentiary. The children have done no wrong, but they have been surrounded by vice and have lived under the most corrupting influences, so that they ought not to be brought into contact with other children until after a period of probation. For such as these a truant house would be a great blessing. Neither this, however, nor the temporary shelter of the Humane Society would receive children for whom a place is now provided elsewhere."

For further evidence we may turn to England. The truancy problem has received much attention of late in that country. There, as here, it has become evident that education to become universal and fully efficient must be both free and compulsory, and that the compulsory school-attendance laws must be faithfully executed. Hence the need of truant schools.

While the plans for the new parental schools were under consideration by the school committee of Boston a member of that body visiting England[1] inspected

[1] Mr. Samuel B. Capen. lately president of the school committee.

some of the truant schools there and gathered valuable documentary information, which supports some of the views already expressed, and which was of use in shaping some features of the parental school in Boston.

Truant schools in England are regarded as wholly distinct in purpose from the reformatories and from industrial schools. This distinction has been recognized and acted upon since the year 1878, when the first truant school was established. There were, says Her Majesty's inspector in his report for the year 1889, 10 truant schools in the large towns of England. At the same time there were in Great Britain 56 reformatory schools, including 3 reformatory school ships; 142 industrial schools, including 7 industrial school ships; and 18 day-industrial schools. All the reformatories and most of the industrial schools owe their existence to voluntary and independent efforts. School boards have the management of all the truant schools, of all the day-industrial schools (save one in Liverpool) and of eight of the industrial schools. The industrial school ship Shaftsbury is managed by the School Board for London; and this Board has also established two truant schools.

Formerly the practice was to commit truants, if bad enough, to the industrial school or the industrial school-ship. The present truant schools, however, seem to answer the purpose of an earlier and more reasonable treatment of truants than the industrial schools could afford, for the inspector says:

"Should the new act stop the commitment of truant children to industrial schools, a diminution in the number of the latter may be followed by an increase of truant schools."

Something of the character and purpose of the English truant schools may be gathered from the following language of the inspector:

"To these schools are sent children who, after repeated warnings, have failed to make a satisfactory number of attendances at the ordinary day schools, in the hope that the strict corrective discipline which they are subjected to in them will make them less inclined to play truant when they are allowed to return to their homes. The terms of detention vary from a few weeks on the first commitment to a few months, if the first or subsequent commitments have not had the desired effect. The average length of detention is ninety-five days."

On the subject of discipline in these schools the inspector has some significant remarks, thus:

"In some of these schools drill is substituted for play, and in some every boy has to undergo a limited period of solitary confinement in light cells. In some schools, which are managed on more kindly and, I think, more rational principles, there are no cells, and some play is permitted. I fail to see that the more strictly managed schools can show better results than the latter, and therefore I am entirely in favor of the second and more lenient system, and I would begin by abolishing cells altogether."

The ages of boys in the English truant schools are about the same as we should expect to find in the United States, had we schools of a similar kind. Thus out of 1,532 boys admitted in one year there were:

6 to 8 years of age	2
8 to 10 years of age	205
10 to 12 years of age	740
12 to 14 years of age	585
	1,532

A prominent feature in the English plan of dealing with truants is the conditional release from the truant school called a license. This is usually given after a few weeks' detention. It puts the boy on probation, but keeps him still under the control of the truant schoolmaster, who may recall him at any time when he fails to deserve his liberty. The remarkable extent to which this practice of "licensing out" is carried in England is shown by the following figures:

Under detention in all truant schools December 31, 1889	3,980
In school	780
Out on license	3,199
Absconded	1

Thus it appears that for every boy in the truant school there were four more out on license and liable to be recalled for irregular attendance at the regular schools.

The extent to which boys are returned to the truant school two, three, or more times is indicated by the following figures:

Total licensed and released in twelve years (1878-'89)	10,399
Licensed and not readmitted	6,198
Licensed and once readmitted	2,606
Licensed and twice readmitted	1,017
Licensed and three or more times readmitted	578

The inspector calls attention to the large number of readmissions, saying that the results of the truant schools "are not altogether satisfactory." Even the large number, 6,198, of boys "licensed and not readmitted" can not be taken as proving that three-fifths of the boys are cured of truancy by only one period of detention, because many of these when first licensed must have been near the age of 14, at which age absolute release takes place. These facts seem to show that the period of detention before the first release on license is generally too brief. It should probably be a few months rather than a few weeks. Thus more time would be allowed for the firm establishment of right tendencies in the boy before trying him on license. With this improvement the English system of licensing out from truant schools would seem to be a good one for us to adopt.

Upton House, a truant school under the control of the School Board for London, is thus described by Mr. Capen who visited it in 1891:

"The plan adopted by the London School Board for dealing with truants is as follows: Boys are usually sent to the Upton House by the magistrates until they arrive at the age of 15 years, but in some cases for short periods only, as six, eight, twelve, or sixteen weeks. The usual course is to license the child out at the expiration of ten weeks, on condition that he attends a certified efficient school regularly. It then becomes the duty of the teacher of the school at which he attends to send a post card to the head office on every Friday afternoon, giving particulars of the boy's attendance. If they are perfectly satisfactory for a period of nine months, application is made to the Home Secretary that the boy may be discharged. If, however, the teacher's report shows that the boy has not attended regularly, an officer is at once sent to visit the boy's home, and to warn the parents that if the boy does not attend with perfect regularity the license will be revoked.

"In many cases this warning is all that is needed. But should the boy continue to be irregular in his attendance, his license is revoked and he is taken back to the truant school. On this occasion the period of detention extends to about three months, after which the boy is again licensed out. If this license is revoked a second time, his next period of detention is still longer. In ordinary cases there is no necessity for revocation of the license, but if, as occasionally happens, three or four revocations of the boy's license are ineffective, an application is made and proceedings are taken to have the boy sent to the ordinary industrial school, or what we call a house of reformation.

"The subsequent attendance of the boys who have undergone the discipline of Upton House shows the efficacy of the system to cure truancy. The average attendance of the boys licensed out for the last ten years except the year 1884, when the school was being rebuilt, is as follows:

	Per cent.		Per cent.
1879	88.80	1885	95.19
1880	84.07	1886	94.27
1881	91.73	1887	91.61
1882	90.97	1888	88.94
1883	90.96	1889	91.60

The following is the time table at Upton House:

TIME TABLE.

A. M.
6:00.....Boys rise, fold bedding, and wash—talking not allowed.
7:00.....Clean house and school—quiet conversation allowed.
8:00.....Breakfast—talking not allowed.
8:40.....Prayers.
9:00.....Distribution for school and work; one division in school, remainder industrial work—necessary conversation.
M.
12:00.....Drill—talking not allowed.
P. M.
12:50.....Prepare for dinner—quiet conversation allowed.
1:00.....Boys' dinner—talking not allowed.
1:30.....Recreation.
2:00.....Distribution for school and work—necessary conversation.
5:00.....Drill—talking not allowed.
5:30.....Prepare for supper—quiet conversation allowed.
6:00.....Supper—talking not allowed.
6:30.....Industrial work—necessary conversation.
7:30.....Prayers.
8:00.....Boys to bed—talking not allowed.

In conclusion shall be given, briefly stated, the points that were considered essential in the organization and management of the proposed Parental School in Boston. They are all implied in the idea suggested by its name. In a legal sense the school is to stand *in loco parentis* to the boy up to the age of 14 and give to him, as far as possible under the circumstances, a good home.

1. The boys should be grouped in families of moderate size, age and moral condition being considered in the grouping.

2. These families should dwell in separate cottages designed to accommodate twenty-five or at most thirty boys each.[1]

3. The family life in these cottages should be in all its incidents as complete and homelike as possible. Meals should be taken in the cottage dining rooms, not in one large dining hall, even if that be the more economical plan. The civilizing process, which most of these boys greatly need, can not go on in the large hall, but it can go on in the small cottage dining room.[2]

4. Each cottage should be under the care of a house master and house matron—preferably a man and his wife—who should be to the boys as father and mother. A third adult, as a teacher or other officer of the school, should be lodged in each cottage and assigned some of the domestic cares. In emergencies the help of this third adult might be invaluable.

5. All housework should be done by the boys under competent direction.

6. There should be school instruction three hours a day.

7. There should be moral and religious instructions on Sunday—a general service in one part of the day, morning or afternoon, and in the other part such separate denominational instruction as might be desirable. In a sense moral instruction would be going on all the time, the whole discipline of the school being in fact directed to that end; but the Sunday instruction in morality would be of the kind usually associated with religious instruction. It would be the theory, of which week-day experiences would furnish the practical illustrations.

8. There should be some good manual training: although in view of the rather short periods of detention and of the insufficient age and strength of many of the boys, such training could not be expected to reach very far into the learning of trades. What has become known by the name of Sloyd is probably the best form of manual training for such boys as would come into the Parental School. Many a boy is a truant from sheer inability to grasp book studies. On the minds of such boys manual training often takes a strong hold.

9. If there be land fit for the purpose, instruction in gardening should be given. This does not mean that boys should be kept at work hoeing beans, weeding onions, picking berries, or digging potatoes merely to realize an income for the school. Such things they are to do, of course, but they are to be taught at the same time the principles and the art of gardening as if they were to become practical gardeners. It has been found difficult and well-nigh useless to interest city boys in country life and in farming. Nearly always after their release from reformatories or industrial schools, back they come to the city. Therefore, gardening is the utmost that it is thought wise to attempt in this direction in the Boston Parental School. And the 30 acres of land this school is to occupy will afford good opportunities for horticultural instruction.

10. Domestic service and instruction in other forms of labor should fill four hours a day.

11. The study of lessons, the reading of books, the play, the meals, and all other employments of the day which admit of it should be incidents of the family life in the cottages. Segregation, not congregation, should be the ruling principle in all arrangements for instruction and employment.

12. The buildings considered necessary are these: (1) A central building for the offices, superintendent's apartments, kitchen, laundry, bakery, and store rooms. (2) A schoolhouse and chapel, the class rooms being on the first floor and the chapel, large enough to hold the entire school, on the second floor. (3) Cottages neat and substantial, but not too costly, three or four to begin with, supposing the number of boys not likely to exceed a hundred for the first two or three years.

13. The grounds should be inclosed with a fence or a wall of no more than the ordinary height. No provision against escapes is desirable.

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[1] The writer regrets to say that in the new buildings constructed for the Parental School this limit has been raised to fifty boys. This is believed to be a serious error, not to be excused by considerations of economy.

[2] This is another point upon which considerations of economy will be apt to outweigh moral and social reasons in the minds of average municipal legislators.

14. That the chiefly important thing in the whole business is to secure the appointment of a superintendent well qualified for the very peculiar and exacting duties of the position hardly needs to be said. And yet the greatest danger of failure lies just at this point. Qualified men can be found; but appointing boards are not always qualified to find them, or appreciate them when found.

15. But the greatest evil of all, and one to be guarded against at all points with the utmost care is the abuse of the pardoning power. Somewhere, of course, must be lodged the power of releasing the boy from further detention, either conditionally or absolutely. The danger that this power may be placed where it will be wrongly used can not but be obvious to all who are familiar with the character and workings of municipal governments in this country. The principle should be this: Release from the school *always* to be earned by good conduct, industry, and learning on the part of the boy while in the school, *never* by influence acting from outside. The importance of this principle can hardly be overestimated: and yet to secure a wise and steady course of action in accordance with it may become, under unfavorable conditions, an impossibility.

16. What is known in penology as the indeterminate sentence should be applied to all reformatories and truant schools, provided this can be done under conditions that will secure the right working of that principle. The indeterminate sentence is a sentence which the convict may make as short as he chooses by reforming himself and proving that he has reformed himself by pursuing a steady course of right conduct for a sufficient length of time; in other words, by repenting and bringing forth fruits meet for repentance.

This principle would work admirably in a truant school, provided always it were rightly applied and not interfered with by irrelevant outside influences. Let the truant be brought into court at the earliest stage of the truancy habit. Let it not be a criminal court, but if possible the probate court or some court not ordinarily exercising criminal jurisdiction. Let the decree of this court place the truant school in *loco parentis* over the truant until he reaches the upper limit of age for compulsory school attendance, say 14 years. Such a boy might be 10, 9, or even 8 years old at commitment; but the period of detention would depend on the boy, and might be shortened to a few months by industry and good conduct on the boy's part. His first release should usually be conditional, so that the truant school could resume personal custody of him at any time if he failed to deserve his license. The chiefly important condition of his license would of course be regular attendance at some designated day school. A weekly report of his attendance should be sent to his guardians at the truant school. The condition of the boy's home and the disposition of his parents as to taking proper care of him are also important circumstances to take into consideration.

Absolute release from the truant school would come in two ways; first, by the boy's having deserved it through good conduct while in the truant school and while out on license; and, secondly, by his reaching the age of 14 years. The release coming in this latter way by limitation might or might not be deserved. If not the boy would probably soon behave in a way to deserve commitment to a reformatory for older boys on a complaint before a criminal court. Still it would be true that the truant school had done all that was possible to be done for him. The younger the boy when first brought under discipline for truancy the greater the chance of a complete cure before the age of 14. The great and crying evil throughout the country to-day is that for want of proper means for dealing with truancy in its earlier stages it is neglected and allowed to ripen into juvenile criminality and later into adult criminality.

CHAPTER XXVI.

COEDUCATION OF THE SEXES IN THE UNITED STATES.[1]

The policy of the coeducation of the sexes, which is widely extended in this country, becomes periodically the subject of special discussion and agitation. It was so a little more than two decades ago, when the demand for provision for the higher education of women had become general throughout the North and the Northwest sections. Unexpected resources for meeting this demand became available through the action of the Federal Government, appropriating (1862) about 10,000,000 acres of land for the benefit of agricultural and other colleges. In the Northwestern States this land grant was regarded as a provision upon which women had the same claim as men, consequently the colleges in that section which received the benefit of the grant were, as a rule, opened to both sexes. This action, and the influences that about the same time gave rise to colleges for women (Vassar, 1861; Wellesley, 1870, and Smith, 1871), whose requirements were of the same order as those of the arts colleges for men, excited widespread interest and caused every phase of the problem of woman's education to be earnestly canvassed. The physiological and hygienic aspects of the problem were at that time brought into special prominence by Dr. E. Clarke, of Boston. His work, Sex in Education, was virtually a protest against coeducation. The book carried great weight from its scientific tone, and its arguments are still the strongest that are adduced against the policy. Briefly summarized, Dr. Clarke's argument appears to be that girls are naturally incapacitated for the sustained and regular work which boys bear without injury; consequently, the two should not be educated together.[2]

Vigorous replies were immediately forthcoming. Especially notable among these were two books, Sex and Education and The Education of American Girls. The former comprised thirteen essays by well-known social and educational leaders, together with testimony from leading coeducation colleges, in support of their policy. In a contribution to the book, Thomas Wentworth Higginson pointed out the chief weakness in Dr. Clarke's argument, i. e., the want of a sufficient basis of facts.[3]

At that time indeed no systematic effort had been made to collect and sift the facts as to the actual effects of coeducation in places where it was already practiced. The want has since been well supplied by the collection of vital statistics published by the Collegiate Alumnæ Association, and by a similar collection in England—Health Statistics of Women Students at Cambridge and Oxford and of Their Sisters[4]—due to the efforts of Mrs. Henry Sidgwick. The book entitled The Education of

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[1] Prepared by A. Tolman Smith. [2] See citation, pp. 839, 840. [3] See citation pp. 840, 841. [4] See pp. 811-844.

American Girls comprised also thirteen essays by women of large and varied interests, professional, public, and social, and was ably edited by Miss Anna C. Brackett. Against scientific theories these writers offered the results of extended observation and of actual experience in the acquisition and effects of mental discipline. These several works, and the opinions and discussions scattered through school reports of the period, are still the sources of the principal arguments advanced on either side whenever the subject of coeducation is reopened.

Again, about 1880, the subject was widely discussed with special reference to the conduct of public high schools in the larger cities. To meet the demand which arose at that time for precise information on this phase of the problem, a special inquiry was instituted by the Bureau of Education calling for the facts, and also for opinions of superintendents, with respect to the operations of mixed schools and classes. The results of this inquiry were embodied in Circular of Information, No. 2, 1883.

The past year has witnessed a great revival of interest in the subject, with a corresponding call upon this office for information relating thereto. As regards our own country, this interest is most active in the Southern States. It is there due in part to the development of high-grade public schools, and in part it arises from the recent efforts of young women to secure admission to Southern universities. Inquiries from that section relate not only to the fact of coeducation, but also to its economy and efficiency as compared with separate education, and, where higher institutions are concerned, to its effect upon scholastic standards, and upon the moral and physical well-being of students.

Foreign countries, especially France and Germany, are largely represented in the correspondence on this subject. It was a matter of constant inquiry on the part of the foreign delegates to the congresses of education held in connection with the Columbian Exposition, several of whom had, in fact, been specially commissioned by their governments to investigate and report upon this feature of the American school policy. In view of these circumstances, it was deemed advisable to issue a special inquiry in order that the present status and tendencies of our public-school systems in this matter might be fully disclosed. Inquiries were accordingly addressed, one to superintendents of State and Territorial systems and a second to city superintendents. At the same time an analysis of the statistics of higher institutions, i. e., colleges and universities, was made in order to ascertain their position also in respect to coeducation. The results of these inquiries and investigations are here presented, together with citations from the literature which the subject has called forth during the periods of agitation above noted.

I.—Status of Public Schools with Respect to Coeducation.

A. STATE SYSTEMS.

The letters of inquiry addressed to State superintendents comprised the two following questions:

(1) In what cities and towns of your State are the boys and girls taught in separate classes in the public schools?

(2) In how many country public schools in your State are the boys and girls taught in separate classes?

A request was also made for additional information or opinions bearing upon the subject. Replies received from forty States and four Territories[1] present the following particulars:

[1] *No replies from Alabama, Arizona, Colorado, Michigan, Pennsylvania.*

STATES AND TERRITORIES WHOSE SUPERINTENDENTS REPORT THAT COEDUCATION OF THE SEXES IS PRACTICED IN ALL PUBLIC SCHOOLS.

Arkansas, Connecticut, Idaho, Illinois, Indiana, Indian Territory, Iowa, Florida, Kansas, Maine, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey,[1] New York (all country schools), North Dakota, Ohio, Oklahoma, Oregon, Rhode Island,[2] South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming.

STATES AND TERRITORIES IN WHICH COEDUCATION IS THE POLICY, SAVE IN A FEW CITIES.

Exceptions noted:

California.—Two grammar schools, 1 high school exclusively for girls, 2 grammar schools for boys, San Francisco.

Delaware.—Wilmington.

Georgia.—High schools of Atlanta, Augusta, Savannah, and Columbus.

Kentucky.—High schools of Louisville and common schools of Russellville

Louisiana.—High schools, New Orleans.

Maryland.—High schools, Frederick City and Hagerstown.

Massachusetts.—Boston, Latin school and English high school for boys; girls' Latin and high schools.[3]

Mississippi.—Natchez, Vicksburg, Yazoo City, and Columbus; mixed schools in some of the departments.

New Mexico.—One school in Santa Fé, 1 in Old Albuquerque, and 1 in La Mesilla.

North Carolina.—One public graded school, Raleigh; boys not allowed after they have passed the second grade. Normal and industrial school at Greensboro; this school is part of the public-school system.

South Carolina.—Columbia.

Texas.—Atlanta.

Virginia.—One city.

The replies above considered were generally limited to the statement of the facts and a strong indorsement of the policy of coeducation by the superintendents.

The following citations present all the additional information offered by the State officials:

Hon. Edward Porter Thompson, State superintendent, Kentucky:

The tendency now and for some years past has been towards coeducation of boys and girls in same school and same class.

Hon. E. B. Prettyman, State superintendent, Maryland:

Early in this century the general assembly established male academies in the counties, but the majority of these have been changed into high schools, teaching the sexes together. Washington College, at Chestertown, Kent county, established in 1782, and based on a flourishing academy which was established in 1723, for the first time adopted coeducation about three years ago, and in 1892 reported 90 male and 20 female students. Dr. Reid, the president, informs me that the faculty and the board of visitors are entirely satisfied with the change. The Maryland State Normal School, located in Baltimore, has had both male and female students in the same classes since its establishment in 1865. This arrangement continues to have the approval of the faculty and of the State board of education.

Hon. J. R. Preston, State superintendent, Mississippi:

Natchez, Vicksburg, Yazoo City, and Columbus are the only towns in which boys and girls are taught in separate classes in the public schools. Even in these towns the practice is disappearing, and mixed classes are taught in some of the departments.

Hon. Amado Chaves, superintendent of schools, New Mexico:

In a year or two there will be no separate classes for boys and girls in this Territory. Better results are obtained by teaching both boys and girls together.

Hon. E. B. McElroy, State superintendent, Oregon:

We have, likewise, coeducation of the sexes in special lines of State school work; for example, in the State blind school and in the State school for deaf mutes the boys and girls are taught together and receive their instruction in the same classes from day to day.

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[1] A few cities report separation of sexes in high schools.

[2] See under city systems statement as to high school, Providence.

[3] For further particulars as to Boston schools, see pp. 787–788, 813–821.

Hon. C. W. Bean, State superintendent, Washington:

There are a few schools for separate education of the sexes in this State, but t[illegible] are under the control of churches. These supply the demand for such teaching, [illegible] under these circumstances the public sentiment in favor of coeducation in the pu[illegible] schools is very strong. Most of those who favor separate education do not app[illegible] as very strong advocates of a public-school system at all.

B.—CITY SYSTEMS.

The inquiry addressed to city superintendents sought not only ascertain whether coeducation or separate education is the rule, b[illegible] also the grades, if any, in which boys and girls are not taught in th[illegible] same classes. From the summary of the replies of city superinten[illegible] ents given below it will be seen that in 586, or 93·3 per cent, of the 62[illegible] cities represented boys and girls are educated together in all th[illegible] grades.

Status of the public schools in cities with respect to the coeducation of the sexes (i. e., t[illegible] instruction of boys and girls either together or separately).

	Total number of cities reporting.	Number which have adopted coeducation in all grades.	Number in which boys and girls are taught separately in some or all grades.					
			Total.	Distributed.				
				All grades.	High schools.	Grammar or intermediate.	Primary grades.	Part of the schools irrespective of grade.
1	2	3	4	5	6	7	8	9
Alabama	4	3	1		1			
Arkansas	3	3						
California	15	14	1		1	1		
Colorado	8	7	1	1				
Connecticut	21	21						
Delaware	2		2		1	2		
District of Columbia	1		1					1
Florida	3	3						
Georgia	7	4	3		3	3		
Illinois	38	38						
Indiana	33	33						
Iowa	23	23						
Kansas	15	15						
Kentucky	12	9	3	1	1	2		
Louisiana	1	1						
Maine	13	13						
Maryland	4	2	2	3	1			
Massachusetts	42	39	3		1	3	2	
Michigan	36	36						
Minnesota	11	11						
Mississippi	2		2	1	1			
Missouri	20	20						
Montana	2	2						
Nebraska	8	8						
Nevada	1	1						
New Hampshire	7	7						
New Jersey	23	19	4		1	3	2	1
New York	73	69	4	2			2	1
North Carolina	3	2	1			1		
Ohio	47	47						
Oklahoma	1	1						
Oregon	3	3						
Pennsylvania	64	54	10	4	3	6	3	1
Rhode Island	6	5	1		1			
South Carolina	1		1					
South Dakota	1	1						
Tennessee	6	6						
Texas	16	15	1	1				
Utah	3	3						
Vermont	1	1						
Virginia	7	6	1	1		1		
Washington	6	6						
West Virginia	4	4						
Wisconsin	29	29						
Wyoming	2	2						
Total	628	583	42					

The cities included in the table in which coeducation is not universal may be considered either individually or by groups. Of the 50 principal cities enumerated by the United States census of 1890, 40 are represented in the replies here considered.[1] In 27 of these boys and girls are educated together in all schools. In 4, Philadelphia, Pa.; Newark, N. J.; Providence, R. I.; Atlanta, Ga., the sexes are separated in the high schools only. In Providence this seems to be an outcome of the policy of elective courses.

Superintendent Tarbell says:

The classical department of our high school teaches both sexes. The English department teaches a portion of girls separately, 413 in number. The manual training high school teaches boys only, 150 in number.

Hon. Thomas R. Stockwell, the State commissioner of public schools, also says:

In the Providence high school there was originally a department for girls alone, but for several years the girls who were fitting for college have been taught in the same classes with the boys, and now girls are admitted into the new manual high school and several of the classes in the girls' department have been united with classes in the same subjects in the boys' English and scientific department.

I consider the change of policy here in Providence very suggestive, for the plan of separate schools for boys and girls in the high school has existed ever since the school was started, and has been most ardently advocated by some of those most interested in the schools. I think it shows that coeducation is being more and more recognized as the proper method in all grades.

In Newark, in former years, there were separate classes for boys and girls in some of the grammar schools in the upper grades, i. e., seventh and eighth years. These have been abolished, but the separation is maintained in the high school. In 2 of the 50 principal cities, San Francisco, Cal., and Wilmington, Del., boys and girls are separated in all grades above the primary. In 6 cities, New York and Brooklyn, N. Y.; Boston, Mass.; Baltimore, Md.; Washington, D. C.; Louisville, Ky., separate and mixed classes are found in all grades. This is a matter of policy in some instances, of circumstances, i. e., location, original arrangements, etc., in others, as appears from the following statements by the superintendents of the respective cities:

Hon. John Jasper, New York City:

As a rule boys and girls are taught in separate classes, but there are classes of grammar grades in which both sexes are taught together, and there are many more classes of primary grades in which the same state of affairs is found. It is impossible from the nature of our reports to determine the number of classes in which both sexes are taught together. It is an almost invariable rule to teach the boys and the girls in separate classes where the numbers are large enough to permit this separation.

Hon. W. H. Maxwell, Brooklyn, N. Y.:

It is the policy of our board of education to teach boys and girls in separate classes. It is not, however, always practicable to do this under our scheme of class organization. Out of a total registry of 96,054, at the close of last year, 16,160 were taught in what we denominate as "mixed" classes, that is boys and girls in the same class. The sexes are quite evenly divided, being at the close of the year, 47,963 boys and 48,091 girls. The proportions of boys and girls in the mixed classes will probably hold about the same.

Hon. Edwin P. Seaver, Boston, Mass.:

First. Boys and girls are taught separately in the Latin schools.

Second. They are taught separately in the high schools of the old city, namely, in the girls' high and in the English high (boys).

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[1] The ten cities of this group not replying are New Orleans, La.; Fall River, Mass.; Omaha, Nebr.; Trenton, N. J.; Cincinnati, Cleveland, Columbus, Dayton, O.; Reading, Pa.; Milwaukee, Wis. It appears from current reports that coeducation is the rule in all these cities, with the exception of the high schools of New Orleans.

Third. They are taught together in the suburban high schools in Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston.

Fourth. They are taught separately in 25 of our 59 grammar schools. In the other grammar schools they are taught together.

Fifth. They are taught together in all primary schools and kindergartens.

This unsystematic state of things was brought about by Boston's annexing the neighboring cities and towns without changing the organization of the schools more than was absolutely necessary.

Hon. Henry A. Wise, Baltimore, Md.:

The boys and girls in the primary, grammar, and high schools of Baltimore, except in a few instances, are taught in separate schools. Number of pupils on rolls December 31, 1892, 54,406; pupils in schools in which boys and girls are taught together, 11,785; pupils in schools in which boys and girls are taught separately, 42,621; boys taught in classes in which there are no girls, 21,300; boys taught in classes in which there are girls, 5,785; girls taught in classes in which there are no boys, 21,321; girls taught in classes in which there are boys, 6,000.

Hon. W. B. Powell, Washington, D. C.:

In most of our schools the boys and girls are taught together. Owing to the location and arrangement of school houses, we are compelled to separate the sexes in some schools below the high school. The number of such schools is 32, and the number of pupils attending there is 3,128 (1,506 boys, 1,622 girls) on a total enrollment of 25,262.

In three of the four high schools of the first six divisions boys and girls are taught together. In the Central high school they are taught separately.

This statement relates to white schools only. The superintendent of colored schools, Hon. G. F. T. Cook, says with respect to these:

In my opinion a very material factor in the promotion and maintenance of good discipline in these schools is its system of coeducation of the sexes, which, beginning with their establishment, has since uninterruptedly continued.

Not only in the advantages accruing to discipline, but in other respects essential to progress, has the wisdom of this education of the sexes been shown. Healthy competition has been stimulated and keen, active thought awakened. To the rougher nature of the boy have been imparted tone and refining influences; to the gentler nature of the girl, strength and elasticity. The enrollment of boys is less than that of girls, being about 43 to 57. In the primary schools they are more nearly balanced than in the grammar, in the former the ratio being about 12 to 13, and in the latter 17 to 33.

The enrollment of boys to girls is now 44 to 56.

Hon. Wm. J. McConathy, assistant superintendent, Louisville, Ky.:

(1) There is no inflexible rule in our schools below the high school in reference to sex in class. About one-half of the classes contain boys and girls.

(2) The number of boys taught in mixed classes is about 5,000.

(3) The number of girls about 5,100. We do not find that mixing the sexes works any injury; on the contrary, it generally benefits the school.

Denver, the remaining city of the list, presents unique conditions. With a population of 106,713, the city is divided into three school districts, each having its own superintendent. In two of these, i.e., district No. 2, superintendent, Hon. L. C. Greenlee, and district No. 17 superintendent, Hon. J. H. Van Sickle, coeducation is the rule, but in district No. 1, superintendent, Hon. Aaron Gove, the boys (5,043 in 1893) and girls (5,018) are in separate classes.

Following the classification of the United States census, there are besides the 50 principal cities above considered, 393 cities having a population of 8,000 and upwards; of these 287, or 73 per cent, responded to the inquiry on coeducation and of this number 20 only report separate classes for boys and girls, a very much smaller proportion (7 per cent) than was found in the group of 50 principal cities (32.5 per cent). Separate classes in the high schools or high-school grades only, are reported in 5 of these cities, i.e., Augusta and Macon, Ga., Covington, Ky.; Hagerstown, Md.; Burlington, N. J.

Hon. W. C. Warfield, superintendent of public schools, Covington, says:

Our eighth year grade pupils are taught in separate classes; 62 boys and 71 girls are now enrolled in this grade.

A part of our seventh year grade pupils are taught in separate classes; 31 boys and 38 girls are so taught. I am now watching the results of separate classes for boys and girls. If a school were provided with A 1 teachers, I think separate classes would not be necessary. At the present time I am of the opinion that little or nothing is gained by separating the boys and girls into different classes or rooms.

Montgomery, Ala., which belongs to this group of cities, has a high school for girls but none for boys.

In the following cities of this group separate classes are the rule: Vicksburg, Miss. (in white schools only), Lebanon and York, Pa., Alexandria, Va. There remain 10 cities whose population is 8,000 inhabitants or more, in which separate classes are maintained in particular grades or in part of the schools irrespective of grade. This appears to be occasioned by the location or plan of the buildings, or to be the esult of long-standing custom in particular schools. The cities and grades specified are as follows: Newburyport, Mass. (primary and grammar); Salem, Mass. (one grammar school); New Brunswick, N. J. (primary and grammar); Union, N. J. (grades first to seventh, inclusive); Peekskill, N. Y. (first and second year); Raleigh, N. C. (fourth to seventh years, white schools); Allentown, Pa. (few primary schools); Harrisburg, Pa. (primary and grammar, few schools); Reading, Pa. (high school and some schools of lower grade); Columbia, S. C. (part of the schools, fourth to tenth grades).

The following additional particulars furnished by the superintendents named, show very clearly the causes of these varying usages:

Dr. William A. Mowry, Salem, Mass.:

The old school (grammar and primary) was for boys; later arose a girls' school. So now, "down town" as we call it, there are (1) one grammar school for boys; (2) one grammar school for girls; (3) one primary for boys, and (4) one for girls. In the rest of the city are three grammar and ten primaries for boys and girls both. The high school is for both, although the boys sit in separate rooms from the girls. They recite together.

Hon. Otto Ortel, town of Union, N. J.:

There is no special reason why boys and girls are separated in our schools except for convenience, our buildings being located in the center of a large plat of ground, thus giving a large yard or playground on each side, and consequently no crossing other rooms or halls in entering or leaving. About 750 girls and 725 boys are in separate classes; about 130 girls and 120 boys in mixed classes.

Hon. Edward P. Moses, Raleigh, N. C.:

We are limited in Raleigh by special legislative enactment to seven grades, or seven years of school work. In the colored schools boys and girls are taught together in every room. The sexes are not separated, because of the fact that the different buildings are widely scattered. In our white schools the pupils during the first three years of school are permitted to attend that building most convenient to their homes, the boys and girls being taught together. In the fourth, fifth, sixth, and seventh years of schools, the sexes are taught in different buildings. It is proper to add, however, that, at the request of parents, girls are permitted to attend the boys' school, though no boys are allowed in the girls' school beyond the third grade.

Hon. L. O. Foose, Harrisburg, Pa.:

At one time the sexes were separate in all schools in this city. The sexes are educated together in same room in all but a few buildings in the older part of the city. The number of distinctively boys and girls' classes is becoming less each year, and in a few years we will have coeducation throughout the city. The two high schools, each for a different sex, were recently united into one school with one course of study. What we now have of the separate schools is what still remains of the old order of things. There is but little sentiment against mixed schools.

There remain the following nine cities, with populations below 8,000, that report the separate education of the sexes: New Castle, Del. (intermediate and grammar grades); Marysville, Ky. (intermediate and high); Columbus, Miss. (white school, all grades except high school); Matteawan, N. Y. (first to third primary); Chambersburg, Pa. (all below grammar grade); Carlisle, Pa. (all except first primary and high white schools; coeducation in colored schools); Danville, Pa. (high school); Mauch Chunk, Pa. (one school); Corpus Christi, Tex. (prior to 1893, all grades; 1893, sixth to eighth grades only). The reasons for the special conditions here noted are much the same as those advanced in the larger cities.

Peculiar conditions are noted in a few instances. Superintendent W. H. Hockenberry, of Chambersburg, Pa., says:

> Until the present year our high school was in two departments, one for each sex, making really two schools, but after five or six years' hard work the present board decided to unite the schools.

The secretary of the Carlisle school district says with respect to the white schools of the district:

> After the children have passed the first grade primary department they are separated, and do not come together until they reach the high school grade. In this interval we have six schools for girls, taught by lady teachers, that have 252 girls on the rolls, with an average attendance of 240. There are five schools for boys, two of which, second grade of the primary department, are taught by lady teachers, the others by men. In these schools there were 255 boys, with average attendance of 236.
>
> From the organization of the schools in 1836 to 1888, the white boys and girls were separated after they had passed through the first grade primary department, and never came together again, as we had a boys' high school and a girls' high school in different localities and under different teachers. In September, 1888, this scheme was changed as above stated, and now the boys and girls, after having been separate in the intermediate grades, are brought together in the high schools, and, as we think, with the very best results in the manners, morals, and attainments of the scholars of both sexes. It is now a question with our board whether there should not be coeducation in all the grades of the white schools, and I should not be surprised if it shall be so ordered as soon as suitable buildings and grounds are obtained.

The results of the inquiries here summarized agree substantially with those of the similar inquiry of 1883. They are somewhat more comprehensive, as the replies from State superintendents and from 74 small cities cover fully the facts which are brought out in the earlier inquiry by returns from 144 towns and cities of less than 7,500 inhabitants, while the number of cities of larger populations comprised in replies to the present inquiry is more than three times the number that responded in 1883. Three-fifths of this number (133 out of 196) are represented in the replies to the present inquiries. In 5 of these cities, viz, Belleville, Ill.; Marblehead, Mass.; Easton, Pa.; Knoxville, Tenn., and Austin, Tex., change from the separate to the coeducation policy has taken place since the earlier inquiry. The superintendents of schools in 3 of the cities that have thus come over to the majority comment as follows:

Hon. H. D. Updike, Belleville, Ill.:

> Neither discipline nor instruction suffers in consequence of coeducation of the sexes.

Hon. J. B. Gifford, Marblehead, Mass.:

> Until two years ago, boys and girls of our grammar grades were taught separately. We think that the change has been a great benefit intellectually and morally.

Hon. W. W. Cottingham, Easton, Pa.:

> The policy of this city (Easton, Pa.) in the matter of the coeducation of the sexes was adopted several years ago, and the schools of every grade, from the high

school to the lowest primary, have been, and are still, organized, classified, and taught agreeably thereto. The scheme as affecting the moral, social, or intellectual condition of the pupils has been attended with results that are gratifying, and especially so when compared with what was attained under the old system of separate sex assignment and instruction.

These results leave no doubt as to the position of our public schools with respect to the coeducation of the sexes. It is the policy generally pursued, heartily indorsed by supervising officers and strongly supported by the people in all sections of the country. The "common," or public school, of the United States is, as it has ever been, a school where boys and girls mingle as they do in the family. If additional proof were needed that parents favor this policy, it would be found in the fact that a little less than two-thirds of the private schools of the country are coeducational and that these enroll a little more than two-thirds of all the pupils in private schools. As the public school is the only school that three-fourths of the people ever attend, the association of the two sexes as there maintained must have a very great influence upon their social and business relations in after years. It explains, in a great measure, the freedom that women enjoy in this country with respect to the pursuit of careers, and especially the large share which they take in the educational work of the country. Where boys and girls are accustomed from early years to compete in intellectual exercises, they entertain a due respect for each other's powers, and false notions as to the natural endowments of each are dissipated. Relations which would cause great irritation and annoyance in countries where separate education is the rule, here come about naturally and without friction.

As regards the teaching profession the policy begun in the elementary schools, persists through the public, secondary, or high schools, obtains very largely in private secondary schools, and is gradually extending to the highest institutions. This is indicated in Table I (p. 797), which shows the proportion of women teachers in all classes of institutions above the elementary grade of the public schools. In the public schools (all grades included), 66 per cent of the teachers are women. Their relation to the public schools does not stop here. They participate as school officials, and also through the exercise of the ballot in the local conduct of school affairs.

The extent of this participation is shown in the following table:

*Status of women with respect to the direction of public education in States and Territories.**

States in which women may vote for school officers or are eligible for the same.	Classes of school officers for whom women may vote.	School offices to which women are eligible.	Number of women holding county or township offices so far as reported in 1891-92.	Remarks.
North Atlantic Division:				
Maine	.....	Township	.....	*a* Three women have been appointed on State board.
New Hampshire	District †	All	.....	*b* If possessing the legal qualifications.
Vermont	County, town, district.†	County, town, district.	.....	*c* In districts organized under the general school laws; i. e., nearly all in the State.
Massachusetts	Township †	Township *a*	5	*d* As directors or comptrollers women vote for county, city, or borough superintendents.
Rhode Island	.....	Township	6	*e* Limited to widowed mother or female guardian of a child of school age.
Connnecticut	.....	Town and district.	14	*f* Inferred by the superintendent from their right to vote. By sufferance women have also served as county superintendents.
New York	District †	All *b*	4	*g* Women teachers are eligible for appointment upon these boards, but are never appointed.
New Jersey	District †	District *c*	.....	*h* Limited to women who are heads of families.
Pennsylvania	.....	County, district *d*	.....	*i* Apparently includes only city superintendents. There appears to be no legal barrier to women serving as district trustees, but it is not attempted.
South Atlantic Division:				*j* Limited to listed property-owners.
Florida	District *e*	.....	.....	*k* Women can not vote for State officers, as these are named in the constitution, which limits the votes to electors.
South Central Division:				*l* State and county superintendents. These officer are chosen at a general election. The legislature having failed to make provision for a special ballot-box, the court has decided that until the provision is made women are debarred from voting for these officers.
Kentucky	District ‡	District *f*	4	*m* Not ineligible by reason of sex.
Tennessee	.....	County	12	*n* Elected as county school commissioners. It is supposed that the Supreme Court will decide this to be illegal.
Alabama	.....	County board *g* ...	.....	*o* Mrs. Laura J. Eisenhuth has just been elected State superintendent.
Mississippi	District *h*	.....	.....	
Louisiana	.....	All under school laws.	.....	
Texas	.....	Any open to teachers. *i*	.....	
Oklahoma	All	District	.....	
North Central Division:				
Ohio	.....	.....	.....	
Indiana	District *j*	Township and city trustees.	.....	
Illinois	Township, district	All under school laws. *k*	2	
Michigan	District †	Township, district.	5	
Wisconsin	District † *l*	All except State superintendent.	11	
Minnesota	County, district ..	All	10	
Iowa	.....	All *m*	11	
Missouri	.....	.....	*n* 4	
North Dakota	All	All *o*	9	
South Dakota	All elective † *p*	All elective	10	
Nebraska	District, city †	District, county, and city superintendent.	10	
Kansas	District †	All	26	

* Compiled from replies received at the Bureau of Education in response to a special letter of inquiry addressed to State superintendents February, 1893.

† Vote affects disposition of school money.

‡ Widows or spinsters who are taxpayers and guardians of children of school age vote on district tax.

Status of women with respect to the direction of public education in States and Territories—Continued.

States in which women may vote for school officers or are eligible for the same.	Classes of school officers for whom women may vote.	School offices to which women are eligible.	Number of women holding county or township offices so far as reported in 1891-92.	Remarks.
Western Division:				
Montana	District	District, county superintendents.	11	*p* On the condition that no other officers are voted for at same time.
Wyoming	All elective *	All	10	
Colorado	Districts *	District		*q* The courts hold that women are not eligible to the office of county superintendent, that officer being chosen at a general election. Women have, however, been elected to the office.
Arizona	District	District	5	
Nevada		District	2	
Idaho	District *	District		
Washington	District	District *q*	4	
Oregon	District	All		
California		District, county board. *r*	11	*r* Women can not vote for school officers, but a bill is now before the legislature (February, 1893), authorising them to do so.

* Vote affects disposition of school money.

REMARKS UPON THE TABLE.

From an examination of column 2 it will be seen that in sixteen States and one Territory school suffrage for women is limited to district officers; in four States it includes township and county officers. In the three remaining States and one Territory women may vote for all elective school officers. The right thus broadly stated goes no further, however, in its essence than the apparently more restricted suffrage of the following States: New Hampshire, Massachusetts, New Jersey, and Minnesota, since, in these, offices not included in the woman's vote are filled by appointment.

It would seem probable that women would be eligible to the offices for whose incumbents they may vote. This is the case (column 3), excepting in Mississippi, where women who are the heads of families may vote for district school offices, but may not fill the same. We catch a glimpse here of the underlying conviction which has given rise to the whole movement; it begins with a recognition of woman's right, as a natural guardian of children, to exercise her judgment in respect to their education, and ends with the demand for her service as a public expediency. In a few States, included in the above lists, women are eligible to school offices other than those included in the suffrage accorded them.

These additional positions are filled by appointment, by vote of school boards, or by vote at a general election, in which women can not participate. This reminds us that, while there is a strong disposition to separate the educational from other civil affairs, the end has not been completely attained. Thus, questions of school tax and school appropriations can not always be managed apart from financial matter in general. The woman's vote extends in some degree to these matters in sixteen States, as will be seen by the references to the footnote. The number of women holding positions above the grade of district officers (column 4) is small. No statistics of the district officers is available.

It should be noted that in many States cities form districts under special school laws; where this is the case they are not included in the table. As a rule, however, women are eligible to the school boards of Northern and Western cities. Among the cities in which they are now serving in this capacity are Boston, New York, Buffalo, Chicago, Indianapolis, and Detroit.

II.—Coeducation in Colleges and Universities.

While inquiries from foreign countries with respect to coeducation relate almost entirely to the public schools, those emanating from the Southern States have chief reference to the effect of the policy in colleges and universities and the conditions under which it is maintained in these higher institutions.

Sixty years have passed since Oberlin College, Ohio, gave the first example of a coeducation college in this country. In 1880 a little more than half the colleges, 51.3 per cent, had adopted the policy. In the decade 1880 to 1890, the proportion increased to 65.5 per cent. This decade was also characterized by the number of leading institutions that opened their doors to women. These, however, were all located in the Northern and Northwestern States. In the present number of coeducation institutions are included 24 State universities and 8 private foundations of the highest order.

The former are: California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, North Dakota, Ohio, Oregon, South Dakota, Tennessee,[1] Texas, Vermont, Washington, West Virginia, Wisconsin, Wyoming. The latter are: University of Pennsylvania; Columbian, Washington, D. C.; De Pauw, Cornell, Boston University, Brown, Vanderbilt, Yale (graduate department).

Harvard University and Columbia College, New York, whose action with respect to provision for women is everywhere followed with deep interest, seem for the present to have decided against coeducation. Harvard by its efforts for the establishment of Radcliffe College for women, and Columbia by similar efforts in behalf of Barnard College.[2]

It will be observed that Vanderbilt University and the universities of Mississippi, Tennessee, and Texas are the only Southern institutions of high repute or large possibilities included in the foregoing enumerations. Coeducation is indeed a feature of many Southern colleges. This would be inferred from the statistics showing number and proportion of women students in colleges and universities (tables I and II appended).

The comparative view (table I) would indeed seem to indicate that this policy is more general in the South Atlantic and South Central divisions than in the North Atlantic, but the comparison is misleading unless it be considered that, as a rule, the highest institutions of the Southern States are not included in the number practicing coeducation, and furthermore that the significance of the showing is modified by the special character of the courses in which many of the women students are enrolled.

The colleges for colored people which form about 15 per cent of the whole number included in the statistics of the South Atlantic and South Central divisions also lessen the force of the comparison, as these must, of necessity, be adapted to the special circumstances of their students. The present agitation of the subject in the South arises from the desire of Southern women to secure admission to institutions like the University of Virginia, University of Alabama, etc.

In several Southern States opposition has been made to the opening of the universities to women on the ground that the number of women desiring these privileges is too small to justify the changes involved. To this it has been replied that the expense and labor incurred would

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[1] June, 1893.

[2] For further accounts of these measures, see pp. 856-859. As this matter goes to press the report is received that Harvard has opened its graduate courses to women.

be offset by the advantages of retaining at home the girls who now seek in Northern institutions the opportunities denied them in their own States. This has raised the question as to the actual number of Southern girls who attend Northern colleges and universities. To satisfy inquires on this point an investigation has been made of the current catalogues of Northern institutions, i. e. coeducation colleges and universities, and seven colleges for women only.[1]

From this investigation it appears that 376 young women from the Southern states are enrolled in eighty-one Northern colleges and universities. If the number of these students in preparatory departments (27) be omitted, the remainder (349) is very nearly 20 per cent of all the Southern girls reported in colleges North and South for the current year.

The distribution of the Southern students above referred to by States and college departments is as follows:

Total number of women students from each Southern State and distribution by departments.

States.	Preparatory.	Collegiate.	Other departments.	Total.
Alabama		3	5	8
Arkansas	1	8	6	15
Delaware		12		12
District of Columbia	1	35	1	37
Florida	2	3	5	10
Georgia	1	9	3	13
Kentucky	5	46	20	71
Louisiana	1	5		6
Maryland	3	47	3	53
Mississippi		4	3	8
North Carolina		12	3	15
South Carolina		4		4
Tennessee	1	23	3	27
Texas	2	19	14	35
Virginia	2	17	4	23
West Virginia	8	20	12	40
Total	27	267	82	376

Distribution of Southern women in colleges of the Northern States.

States.	Total.	States.	Total.
California	2	Missouri	21
Colorado	1	Nebraska	2
Indiana	11	Nevada	2
Illinois	9	New York	52
Iowa	12	Ohio	103
Kansas	2	Pennsylvania	77
Massachusetts	62	New Mexico	2
Michigan	13		
Minnesota	2	Total	376

The facts here considered, with the tables appended, answer in part only inquiries as to coeducation in colleges and universities. As regards the conditions under which this policy may be maintained and its effects upon students and scholastic standards, only those having personal experience in the conduct of the institutions can speak with authority. Hence copious citations from the reports of college presidents, statements of professors, etc., are included in this chapter under the head of the literature of the subject.[2] A single consideration

[1] Mount Holyoke college, Smith, and Wellesley, Massachusetts; Elmira, Vassar, and Wells, New York; Bryn Mawr, Pennsylvania.

[2] See pp. 846–859.

which lies a little outside of our subject, but has nevertheless an important relation to it, must complete this part of the discussion. Experience abundantly proves that without the aid of scholarship funds many of the most promising students among young men would never be able to push their studies beyond the public schools. This is equally the case with young women; unfortunately, very little help is afforded them in graduate and professional courses which are directly preparatory to remunerative careers.

The situation in this respect is shown in the following table:[1]

UNDERGRADUATE SCHOLARSHIPS.

	Total.	Available for—			Per cent available for women.
		Men.	Women.	Men or women.	
United States	$305,887	$196,748	$17,510	$91,629	35·7
North Atlantic division	200,125	141,700	10,504	47,921	29·2
South Atlantic division	30,745	18,175	1,850	10,720	40·9
South Central division	32,597	27,440	.....	5,157	15·8
North Central division	36,355	9,133	1,131	26,091	74·9
Western division	6,065	300	4,025	1,740	95·1

GENERAL FUND FOR BENEFIT OF UNDERGRADUATES.

United States	$141,552	$89,245	$23,922	$28,385	37
North Atlantic division	100,532	73,545	23,922	3,065	26·8
South Atlantic division	13,141	12,000	.....	1,141	8·7
South Central division	3,000	.....	.....	3,000	100
North Central division	23,159	3,700	.....	19,450	84
Western division	1,720	.....	.....	1,720	100

FELLOWSHIPS.

United States	$88,048	$70,798	$2,300	$14,950	19·6
North Atlantic division	61,798	53,298	2,300	6,200	13·8
South Atlantic division	11,700	11,700	.....	.....	0
South Central division	5,800	5,800	.....	.....	0
North Central division	6,450	.....	.....	6,450	100
Western division	2,300	.....	.....	2,300	100

GRADUATE SCHOLARSHIPS.

United States	$24,860	$23,360	.....	$1,200	4·8
North Atlantic Division	15,716	14,410	.....	1,200	7·6
South Atlantic Division	8,950	8,950	.....	.....	0
South Central Division	.....	.....	.....	.....	.....
North Central Division	.....	.....	.....	.....	.....
Western Division	200	200	.....	.....	0

Distribution of scholarship and fellowship funds by geographical sections.

	Total funds.	Per cent by divisions.	Total available for women.	Per cent.
United States	$560,347	100	$179,896	100
North Atlantic Division	378,165	67·5	95,112	52·0
South Atlantic Division	64,530	11·5	13,711	7·6
South Central Division	41,397	7·4	8,157	4·5
North Central Division	65,964	11·8	53,131	29·5
Western Division	10,285	1·8	9,785	5·5

[1] Prepared by Mr. Lewis A. Kalbach, of this Bureau. For details by institutions see Commissioner's Report for 1890–'91, pp. 836–842.

From these statements it appears that of funds for the aid of undergraduates about one-third are available for women; the proportion is a little less than one-fifth in the case of endowed fellowships, and falls to an insignificant sum in the total of graduate scholarships.

TABLE I.—*Female teachers and professors and students in several classes of institutions in 1891–'92.*

	The United States.	North Atlantic Division.	Sotuh Atlantic Division.	South Central Division.	North Central Division.	Western Division.
SECONDARY SCHOOLS.						
Public:						
Number of female instructors	4,525	1,709	265	218	2,127	206
Proportion of whole number ... per cent.	54·7	58·8	56·6	48·2	52	56
Number of female students	126,379	44,969	6,216	6,236	63,612	5,346
Proportion of whole number ... per cent.	59·7	57·7	61	60	61	60·5
Private:						
Number of female instructors	3,475	1,567	520	624	746	288
Proportion of whole number ... per cent.	52·7	52·5	48·7	55	53·8	54·8
Number of female students	48,406	17,158	7,518	10,236	10,473	3,021
Proportion of whole number ... per cent.	47·9	44·5	47·2	52	49·6	53·4
COLLEGES ENDOWED BY LAND GRANT OF 1862.						
Number of female students	798	26	108	128	512	24
Proportion of whole number ..... per cent.	12·9	1·6	14·6	10·5	21·8	9·3
COLLEGES AND SEMINARIES FOR WOMEN.						
Number of female instructors	1,633	363	461	452	309	48
Proportion of whole number ..... per cent.	74·7	61·6	77	81·5	79	90
Number of female students	24,611	5,331	7,112	8,086	3,762	320
Proportion of whole number ..... per cent.	100	100	100	100	100	100
NORMAL SCHOOLS.						
Public:						
Number of female students	22,480	11,813	1,253	1,485	6,806	1,123
Proportion of whole number ... per cent.	76·7	77·5	56·3	58	65·2	84·3
Private:						
Number of female students	4,443	130	221	435	3,556	101
Proportion of whole number ... per cent.	42·2	53·7	45·7	56	40	61·5
UNIVERSITIES AND COLLEGES.						
Preparatory departments:						
Number of female instructors	694	34	74	130	398	58
Proportion of whole number ... per cent.	28·7	11·5	30	42·6	29	30
Number of female students	12,572	425	1,082	2,209	7,848	1,008
Proportion of whole number ... per cent.	29·6	8·6	26	31·8	33·7	32·6
College departments:						
Number of female instructors	517	41	46	91	276	63
Proportion of whole number ... per cent.	9·9	2·6	7·7	15	13	18
Number of female students:						
Undergraduate	10,021	1,352	488	1,503	6,059	669
Proportion of whole number. per cent.	19·01	7·9	9	21·2	29·2	28·5
Graduate students	369	95	7	14	216	37
Proportion of whole number. per cent.	12·7	7·5	1·8	9·7	21·1	40·6
Total collegiate	10,390	1,447	495	1,517	6,225	706
Proportion of whole number. per cent.	18·7	7·8	8.6	20·9	28·7	29
Professional	530	81	13	2	399	44
Proportion of whole number. per cent.	2·8	1·4	·6	·8	4·6	6·3

TABLE II.—*Status of universities and colleges, with respect to coeducation, as reported in 1889-'90.*

States.	Total number of colleges reporting.	Number that are coeducational in—			Proportion of all college students in coeducational colleges.	Proportion of each sex to total number of students in coeducational departments.	
		Preparatory and collegiate departments.	Professional and graduate departments.	Total coeducational in some or all departments.		Men.	Women.
Alabama	6	2	.....	2	49·76	47·31	52·69
Arkansas	4	2	.....	2	58·85	73·99	26·01
California	12	9	3	9	73·02	71·18	28·82
Colorado	4	4	1	4	100	90·13	9·87
Connecticut	3	1	.....	1	12·62	77·26	22·74
Delaware	1	.....	.....	0	.....	.....	.....
District of Columbia	4	3	1	3	65·29	94·36	5·64
Florida	4	4	.....	4	100	48·43	51·57
Georgia	7	4	.....	4	52·74	48·31	51·69
Illinois	28	22	8	22	87·48	77·35	22·65
Indiana	14	10	5	10	66·40	66·26	33·74
Iowa	21	19	3	19	96·67	68·72	31·28
Kansas	15	13	1	13	90·07	65·66	34·34
Kentucky	14	5	.....	5	56·49	67·95	32·05
Louisiana	12	6	.....	6	64·50	47·23	52·77
Maine	3	2	.....	2	54·15	80·20	19·80
Maryland	10	2	1	2	19·85	36·19	63·81
Massachusetts	9	1	1	1	20·74	72·42	27·58
Michigan	11	10	3	10	94·51	69·04	30·96
Minnesota	9	5	2	5	78·61	63·90	36·10
Mississippi	6	4	1	4	11·49	72·59	27·41
Missouri	27	21	4	21	75·23	62·46	37·54
Montana	1	1	.....	1	100	51·25	48·75
Nebraska	7	6	1	6	83·57	55·24	44·76
Nevada	1	1	.....	1	100	46·72	53·28
New Hampshire	1	.....	.....	0	.....	.....	.....
New Jersey	4	.....	.....	0	.....	.....	.....
New Mexico Territory	1	1	.....	1	100	53·33	46·67
New York	22	5	4	5	39·13	83·50	16·50
North Carolina	10	4	.....	4	55·06	63·48	36·52
North Dakota	2	2	.....	2	100	47·53	52·47
Ohio	37	30	10	30	87·09	64·67	35·33
Oregon	6	6	.....	6	100	58·78	41·22
Pennsylvania	27	14	2	14	60·03	80·04	19·96
Rhode Island	1	.....	.....	0	.....	.....	.....
South Carolina	9	1	1	1	38·34	55·19	44·81
South Dakota	5	4	1	4	88·98	44·04	55·96
Tennessee	20	10	1	10	45·26	58·12	41·88
Texas	11	7	2	7	74·43	60·62	39·38
Utah Territory	1	1	.....	1	100	63·87	36·13
Vermont	2	2	.....	2	100	94·55	5·45
Virginia	8	1	.....	1	3·18	60·00	40·00
Washington	3	3	.....	3	100	95·82	4·18
West Virginia	3	2	.....	2	61·59	50·85	49·15
Wisconsin	8	5	2	5	68·69	67·82	32·18
Wyoming	1	1	.....	1	100	43·75	56·25
United States	415	256	58	256	.....	.....	.....

III.—THE LITERATURE OF COEDUCATION.

The literature of coeducation consists of arguments *pro* and *con*, *a priori* theories, accounts of actual experiments in the establishment and conduct of mixed schools or classes, and statements of results..

In selecting from this mass of matter the purpose has been to bring together the strongest arguments and the greatest range of experience pertaining to the policy. Much of this material is already before the public, but in scattered books or reports. The only new matter which the present interest in the subject has developed is found in the reports of foreign experts, deputed by their governments to study our school systems. The first place in the following compilation has naturally been given to citations from these sources. To the European observer coeducation appears the most striking feature of our educational system. Its

causes they discover in social conditions radically unlike those which obtain in the Old World, and it must, as they foresee, forever tend to extend and perpetuate these differences. To these relations they are naturally more alive than we ourselves, among whom they have spontaneously developed. We should, however, bear them in mind in weighing the views of our foreign critics as to the purely scholastic effects of the policy under discussion.

COEDUCATION OF BOYS AND GIRLS.

[From report of Dr. E. Schlee, of the Realgymnasium of Altona, Prussia, delegate to the Educational Congress at Chicago.]

A very common, although not universal, feature of the American public school is the coeducation of the boys and girls, not only in the primary schools (cities) and in the country schools, as is also the case with us, but also in the grammar and high schools of cities. Furthermore, the sexes are not separated in the normal schools (*Lehrer-Seminarien*), in colleges, and even in universities. In Chicago coeducation is the invariable rule; in Boston and New York union and separation are both found. To us it seems strange, at least, to see, if only in photographs, boys and girls not only of 13, but even of 16 years of age, sitting together or standing in mixed rows, going through free gymnastics and exercises with wands. It is to be noticed, however, that they have single desks; also, that generally the teacher is a lady, even for the free gymnastics. All special rooms (i. e., toilet rooms, etc.), and the playground are strictly separate for boys and girls. This coeducation has not been without opposition; especially in Boston where the system has already been twice severely attacked. Ten years ago Dr. Clarke attributed to this the fact, which, however, was elsewhere disputed, that American ladies of the higher class were not very good housekeepers and mothers. The Commissioner of Education[1] obtained reports from 300 cities and towns, and these were on the whole favorable to mixed schools. He therefore commended this policy, arguing that if we must live together we must be educated for that purpose; to educate the sexes separately is to change the natural order of things.[2]

Later Dr. Philbrick stated that by this means (coeducation) the peculiar form of education best suited to the different sexes was prevented. But the Commissioner responded[3] that Dr. Philbrick had had no experience in mixed schools and that the statistical returns showed only favorable results as far as regards conditions of health. At the same time the good effects upon morals were mentioned which had resulted from coeducation in Norway and Finland, and reference was made to the unfavorable effects of the monastery education in France.

A schoolman of large experience also personally told the writer that coeducation had a favorable effect on the general behavior, on the bearing of the pupils toward each other, and on the whole discipline. Germany takes in this respect, perhaps, the right medium between France and America, but if one observes how beneficial in general is the comradeship of the children of intimate families one might, where the nature of the studies and where outer circumstances, especially in smaller places, make the union desirable, consider that the American way would be advantageous in our country also.

The discipline, indeed, is not as strict as in Germany. Whilst formerly in America corporal punishment is said to have taken place often enough it is now everywhere forbidden in the public schools.[4] Also deprivations of liberty seem not to be practiced. Where admonition does not avail, temporary exclusion from school by the principal of the school for not more than a month, by the school superintendent as long as a quarter of a year, or expulsion from school, is the only means. And yet the American educational method, by reason of the many recitations of the individual scholars, gives abundant cause of disturbance and trouble of which much complaint is made.

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[1] Gen. John Eaton.

[2] Hon. Andrew Jencks, superintendent of schools, Pawtucket, R. I., in Circular of Information, No. 2, 1883.

[3] The reference here is to the following observation by Dr. Harris in response to an inquiry from Dr. Voss, of Norway: "With regard to Mr. Philbrick's judgment on the subject of coeducation, I think that he stood almost alone among our ablest writers on education in his opinion. The Boston schools under his charge educated the sexes separately. It may be that his experience in that city had undue influence on his opinion." [Ed.]

[4] Corporal punishment in public schools is forbidden by law in the State of New Jersey, and in many cities by school law or by school boards. The prohibition is far from universal, but public opinion is very generally opposed to this form of punishment. [Ed.]

In discussing the teaching force of our schools, Dr. Schlee dwelt also upon the spectacle, novel to a foreigner, of the general presence of women side by side with men in various business and professional pursuits. He expressed the opinion that this transfer of women from the domestic circle into careers competitive with men increased "the restlessness, haste, and intense strain in all relations of life."

Prof. Stephan Waetzoldt, of the University of Berlin, chief commissioner of the German educational exhibit at Chicago, says:

"No distinction in the quality, kind, and aim of instruction is made in any of the elementary schools for boys and girls. In the old States the sexes are not, as a rule, instructed together in second schools, but in the central and western States they sit together from the primary school to the university, the latter included. This is the system of coeducation, the education common for both sexes so highly commended by Americans. At the congress of education at Chicago this subject was often discussed, and not one disapproving voice was heard. At first I was altogether misunderstood when I explained that our views on the education of girls differ essentially from those of Americans. They see only the advantages of coeducation, believed to refine the boys and strengthen the girls, and we must accept these peculiar conditions just as in domestic life. The interconrse of boys and girls, of adults and children, is altogether different from what it is among us, and I doubt whether it has a moral advantage. Certain it is, however, that the girls on the average are more intelligent than the boys; they go to school longer. In the high school of Chicago the proportion of girls to boys is 3:2. As business and politics take up the men's entire time, the women have become the supporters of the higher intellectual interests and the protectors of intellectuality in domestic life."

Prof. Emil Hausknecht, of Berlin, for several years professor in the National University at Tokyo, says on the subject of coeducation in America:

"As a makeshift, coeducation is better than nothing. As a principle, it entirely ignores the needs of the separate sexes, arising from the differences in the development of boys and girls. Boys and girls from the ages 14 to 18 must be differently treated, both in regard to the intellectual and emotional nature. Coeducation is possible, however, in America more than in Germany or elsewhere, because custom and education have given to the girl and the woman greater freedom and determination in their manners and appearance, but also give them strong protection against encroachments and improprieties. Coeducation is possible in America also, because the week has only 5 school days, Saturday being a holiday, and the school day has only 5 lessons, of which one is usually a study hour. Besides, grammar and high schools require much less severe intellectual efforts, and a much more concentrated and simple exertion of the mind than is required in our secondary schools for boys.

THE COEDUCATION OF THE SEXES IN THE UNITED STATES.

[Extract from a report to the minister of the public instruction, France, by Mlle. Marie Dugard, delegate to the Chicago Congresses of 1893.]

Of all the features which characterize American education, perhaps the most striking is the coeducation of young men and young women, whether in the public schools (primary and grammar schools) and in the high schools, or in the colleges, the scientific schools, and universities. At least it is most striking to a French observer, for it reveals to him a state of mind and of habits which is entirely strange to him. The sight of youths of 16 to 18 years, almost men, working, chatting, and enjoying daily comradeship with young ladies, who, by reason of their distinction, elegance, and often a precocious beauty, seem not at all like students, confounds all his ideas. He is astonished that such an ideal should have sprung up in the healthy American mind, and he does not dare to think of the results, so opposed do they seem to his moral sense. How the United States have come to adopt coeducation, a glance at their origin enables one easily to understand.

When the settlers fixed themselves in America, their first concern after having cleared a place, built log houses, and provided for the necessities of the material life, was to organize schools to the end, according to an expression of an ordinance of Massachusetts, "that the knowledge of their fathers might not be buried with them in their tombs;" but as they were too poor to give to every village two school buildings, they opened only mixed schools, where the pupils of the two sexes received the same instruction. This system, which offered real pecuniary advantages without any moral danger—as the children were restrained by the bonds of relation or friendship between their families—was extended, and outlived the causes which had created it. Rich and prosperous cities covered the prairies of the settlers, palaces took the place of the log cabin of the first builder; but, among all these changes, coeducation remained.

Harmless as it is for small communities and for elementary classes, is it so still when transplanted into the new conditions of the modern life and into all orders of instruction? This is a question much agitated in the United States. It would be indeed a mistake to believe that the mixed education is so inwrought into the American customs that it never encounters opposition. In certain communities it is, on the contrary, much criticized, and several cities, especially in the East, have entirely discarded it; others retained it only in the grammar and primary schools, sometimes in the latter only.

The controversy is worth analysis, for it enables us to see the possible results of coeducation and illuminates one of the most important problems of American pedagogy.

"The organization of a being is always in harmony with the functions which nature assigns to it," say the opponents of mixed education; now the organization of woman differs much from that of man, therefore she has different functions and should not receive the same education. These principles do not involve in them the thought that woman is inferior to man.

"The highest ideal of humanity," wrote an ardent adversary of the mixed school in a book which was formerly considered an authority, rejecting any comparison of inferiority or of superiority between the sexes, "demands that each be perfect after his nature. The lily is not superior to the rose, nor the oak tree superior to the clover; neither is the beauty of the lily the beauty of the oak, nor the purpose of the oak tree the same as that of the clover." It would be a poor horticulturist who would treat them in the same way. And he adds: "If woman subjected to masculine education intended for the development of the male organization can equal man, she ought to surpass him if she receives feminine education designed to develop the organization of woman."

From these general arguments proceeds a long series of objections physiological, intellectual, and moral, which we will summarize:

Coeducation is injurious to the health of the young girls; less strong than the boys, they can not endure the same work without hurting their organism; and to oblige them to study together is to substitute for the sound emulation, which reigns in the separated schools, a morbid rivalry from which their nerves must suffer. Their excessive pride prevents them from admitting that this régime exhausts them; desirous to equal young men and even to surpass them, they study with great zeal and constantly strain the activity of their brains. The results of this overpressure, one can see to-day in the American woman, intellectual, refined, brilliant indeed, praised by Europeans on account of her spirit and grace, but pale, feeble, of a delicate beauty which soon vanishes and incapable of having a large family. Therein lies an imminent danger for the future of the race, and if this is not remedied, there will soon be a race of women, capable of being doctors, journalists, advocates, architects, engineers; in one word everything except wives and mothers.

More than this, the woman, having different functions from the man, has not been endowed with masculine intelligence, and consequently it is not reasonable to impose upon her the studies and methods which are suitable for the masculine mind. "The boys should work as boys and the girls as girls. Mary can master Virgil and Euclid as well as George, but both of them would be weakened and would not attain their legitimate end if they were condemned to the same methods. In all their work women should respect their characteristic organization and remain women and not strive to be men, or they will fail utterly. For the two sexes there exists no exception to the law that their greatest power and their greatest perfection lie in the complete development of their organism."

The differences in the intellectual development of the young people of either sex is also opposed to their common education; until the age of sixteen or seventeen years the young man has a mind less developed than the young girl; if he works with her he will be discouraged and give up efforts which do not offer him any success.

From the moral standpoint the consequences of coeducation are still more dangerous. It is a law that if two individuals live together the one who has the strongest personality becomes the model for the other. Educated with boys, the young girl, having a temperament weaker and more supple, copies the manners of the boys and loses her graces, whilst the boys do not become softer by the feminine association. Finally, it is impossible that between young men and young women associated every day in the familiarity of classes there should not be formed some romances, which the American education, it is true, renders inoffensive as far as regards manners, but which will nevertheless have disadvantages.

These objections seem judicious, and in the light of them it seems that coeducation ought to be abandoned, but it is necessary to hear how its partisans defend and justify its continuance.

It must be observed, in the first place, that besides the advantage of conforming to the historical origin of the United States and to the habits of the majority, it has unquestionable advantages; it is economical and permits the use of a part of

the school funds for the purchase of books, apparatus, etc.; it conforms to the natural method—that is, to the organization of nature and society; finally, in uniting the minds of the two sexes in the same culture, it gives them common thoughts and tastes, and so prepares for the happiness of family life, where the principal cause of dissensions is the barrier which is raised between the ideas, the sentiments, and the belief of husband and wife.

Taking up the objections of the opponents, the defenders of the policy reply to them by considerations which are not without value.

It is assumed, they say, that woman, not having the same nature as man, must not be educated in the same way. That is a poor argument, for in reality the soul has no gender. But let us admit that there exist between the man and the woman great differences on the intellectual side as on the physical; we can not draw from this an argument in favor of separate education, as the resemblances are, in spite of all, more numerous than the oppositions.

If the lily and the rose, following the figure of Dr. Clarke, require different culture, does not their common need of air, of sun, and of dew permit the horticulturist to let them bloom in the same garden? Some maintain that if woman can accomplish much with a masculine education, she would accomplish more with a feminine education. Ought one not to say the contrary, that the more dissimilar the two sexes, the more useful it is to woman to be educated with man, in order to acquire certain virile qualities which she will never possess if she remains shut up in her femininity?

It is asserted that the excessive work and the morbid rivalry of the mixed schools are injurious to the health of young women; but this dangerous emulation, and this overpressure, are not due so much to coeducation as to the general organization of modern instruction.

In the schools where the scholars of the two sexes are separated the programs are so arranged that the girls study as much as the boys, and it is often seen there that emulation degenerates into unwholesome jealousy. The delicate health of women, of which advantage is taken in this discussion, originates from causes that have nothing at all to do with mixed education. It is caused rather by the enervating dryness of the climate; by the feverish activity and the unhealthful habits of American life, habits from whose debilitating influence the less robust female suffers most, and by the unhealthful dress which custom imposes upon young women and which prevents their taking as much exercise as young men, while it makes work harder for them.

"Women, and even girls at school," says C. H. Dall, "take their studies in addition to their home cares. If boys are preparing for college, they do not have to take care of the baby, make the beds, or help to serve the meals. A great many girls at the high schools do all this."

To all these causes must be attributed the weak health of the American women, and it is entirely unjust to make coeducation responsible for it.

Resting upon the principle that woman has not the same mission as man, some contend, also, that it is not desirable for her to receive the same instruction. This reason had formerly some weight when woman remained at the fireside, confining her activity to domestic duties and depending upon her father, her brothers, or her husband for the care of her future; but times have changed; in the present state of our social organization many women are obliged to provide for their own needs and often for those of their families. Forced to work for their living like men it would be unjust to refuse to those whom nature has made more feeble, the same means of defense—that is, the same culture, the same knowledge. The opponents of mixed instruction acknowledge entirely this truth; several concede to the woman the right to have the same knowledge as man, but they add immediately that as her mind is not the same she must not acquire them in the same way, and from this difference they derive the necessity of separate education—a false conclusion, for there exists often among certain children of the same sex greater mental differences than between young men and young women, taken as a whole, and yet no one thinks on that account of providing a special teacher for them. It is the duty of the professor to use a method flexible enough to accommodate itself to the different intellectual necessities of his pupils.

To this the answer is, that when the young men work with young women whose livelier minds are more capable of assimilation, young men are discouraged. Experience has proved, on the contrary, that the feminine quickness excites the slower intelligence of the boys; if there really have been young men repressed by the success of women, it is certain that the success of a comrade of the same sex would have had the same effect.

There remain the moral objections. According to the testimony of educators, who for a long time have directed mixed schools, young women, far from becoming masculine by the contact with boys, have, on the contrary greater dignity and reserve, and the young men, in their turn, lose in the society of young girls that rough-

ness of manner and that carlessness in attitude and language which characterize the men educated apart from women. As to the last objection, the gravest of all, we have here the reply of an educator whose words have special authority, because he was partly educated in mixed schools, partly in those open to boys only, and he directed for several years the mixed schools of St. Louis:

"My observations have led me to indorse the statement of Richter: 'To insure modesty I would advise the education of the sexes together, for 2 boys will preserve 12 girls or 2 girls 12 boys innocent amidst winks, jokes, and improprieties, merely by that instinctive sense which is the forerunner of natural modesty. But I will guarantee nothing in a school where girls are alone together, and still less where boys are.' I had noticed that the atmosphere of 'mixed' schools was desexualized, where that of separate schools seemed to have a tendency to develop sexual tension. Again, whatever tendency toward indecency might manifest itself was far more easily checked in 'mixed' schools by reason of the crossfire of watchfulness which made intrigue far more difficult to keep secret. The brothers and sisters and other relatives and intimate acquaintances of the pupil attended the same school, and every act was scanned from two points of view—the boys being participants in boys' gossip, and the girls being participant in girls' gossip—and the barriers being removed within the precincts of the family, parents could not fail to have a more faithful account of the behavior of their children than when isolated in different schools. Brothers and sisters mutually protect each other from shame. Besides this, the fact that the chief association between the sexes in 'mixed' schools takes place under the eye of the teacher and in recitation, wherein the contest is purely intellectual and where the manifestation of mere femininity—softness and sentimentalism—would cause the pupil to lose rank as a scholar; and where mere masculinity—roughness and willfulness—would make an unattractive spectacle, leads one to expect that the tendency of coeducation is to elevate the standard of admiration from mere external charms of person to the spiritual graces and gifts which lie deep in the character."

To these judicious considerations must be added certain observations which the opponents of coeducation do not seem to have taken into account; and, first, that the habit of being educated together is for young people of both sexes a better safeguard against love than continued separation. A young girl whose companions are almost exclusively of her own sex becomes romantic and is easily enamored, but one who has been always associated with young men, having experience and maturity, does not yield to extravagant enthusiasm. Moreover, in the love that may spring up in the mixed school there is nothing to alarm the severest moralist, and this because the oversight, as Dr. Harris has shown, is much greater there than anywhere else; and because the young American girl has a profound sense of her dignity, the young man a great respect for the woman, and both together the habit of self-control, there will result only a marriage, in which the tenderness is the more enduring because the husband and wife have so long known each other. It would be well if such marriages should happen often.

But will not the preoccupations of such attachments hurt the studies? This is a chimerical fear. As the relations are above all intellectual, a rising love, far from fostering idleness, will inspire more earnest work in order to secure the appreciation of the loved one—daily witness of failure and successes.

To these theoretic arguments in favor of coeducation there is added a final consideration more important than the others: It has triumphed in all the cities of the Middle States and the Far West, and even in the East it has a tendency to extend in spite of opposition. Some Americans speak of a reaction; but this triumph in the Western States, numerous and extensive and called to an important part in the future of America, does not justify this prediction. It is not for me certainly to judge of this. It would also be presumption for me to pretend to settle the question of the inferiority or the superiority of the mixed schools after having seen the greatest educators of the United States divided as to the subject. Therefore I will offer only in conclusion my impressions.

It did not seem to me that in the mixed schools the hygiene, the work, and the order suffered from the presence of the pupils of another sex, and the appearance of the classes seemed to me even better than in the separate schools. But what disturbs the pedagogical sense is the great excess of the female sex in the high schools, both among the scholars and among the teachers. The majority of American youth—entering there at the age of 15 or 16 years—two-thirds, even three-fourths, of the pupils in the higher classes, are girls. This disproportion is bad for the young men. If it is good for their manners not to be separated from the women, it is dangerous to their manliness to be always in contact with young girls. Moreover, if the guidance of a female teacher is best for them when they are very young, at about 14 or 15 years, and perhaps younger, they ought to have different control.

It is impossible, at least without seeing it, to realize how painful is the spectacle of a young woman, who has not yet in her tone and attitude the authority which

age and long experience give, directing young men from 16 to 18 years of age. Certainly, neither the discipline nor the respect suffer from that, so profound is the deference of the American scholar for his lady teachers, but it is nevertheless true that in this ideal of instruction something is wanting. The female teacher can not secure from the young men all the intellectual work of which they are capable, she can not come into intimate relation with their adolescent mind, nor can she give them a manly development. Thus one whole part of education, the most fruitful and the best is eliminated, and the occasion is lost forever. It is right to acknowledge that these faults are not inherent to the system of coeducation. They arise from the particular conditions of American life, and in other countries it would doubtless be easy to avoid them. But would coeducation be acclimatized anywhere else? And in France, where it exists already in some departments of instructions, should it be extended to all? This is a question which I shall not consider here.[1]

M. Jules Steeg, director of the Musée Pédagogique, who had charge of the installation of the educational exhibit of France at the Chicago Exposition, and Dr. Gabriel Compayré, delegate from the minister of public instruction to the educational congresses, have simply noted the fact of coeducation in articles upon America published since their return to France.

The former says:

The girls are educated in America together with the boys. They sit on the same benches, pursue the same lessons and the same exercises without any distinction whatever, for the boys even take part in the sewing exercises and are very proud to exhibit their needlework every year beside that of their female companions. They would be astonished, I was told, if any one seemed to be surprised at this. I refer here to the first school years. Later some separation takes place in spite of all the theories in the world, and I have seen embroideries made by the girls and works in wood and iron by the boys. (Chicago et l'Exposition. Notes d'un visiteur Français. Rev. Pédagogique, June, 1893, p. 487.)

Dr. Compayré, in an article upon the educational congresses, says:

We cast our eyes over the audience—women predominate. The coeducation of the sexes commenced in the schools is continued in the congresses. (Rev. Pédagogique, November, 1893, p. 387.)

[Extracts from a report by Anna Bentzen, of Norway, who visited the United States for the purpose of studying the system of coeducation.]

The first school I visited was the Toledo high school. Here, as usually in the West, all public schools are mixed, and even the private schools do not class the boys and girls separately.

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I noticed that the high school in Toledo (average age of pupils from 15 to 18) and in many other places presented an overwhelming majority of girls. In many classes I saw from 5 to 6 boys among 40 girls. The question forced itself upon my mind if this condition was due to coeducation. I addressed inquiries to principals and teachers as to the cause of this phenomenon, and I received the answer that practical life has much greater attractions for a lively boy than the school. * * *

Mixed schools are undoubtedly not the only form of schools in the United States, but when one observes the tendency thereto in all places where coeducation formerly found no sympathy, in most of the Southern States (whose history deviates in general from that of the Northern States), one can see how the system has prevailed there also theoretically; practice follows later wherever it is possible. That separate, as well as mixed schools, are found in cities of the Eastern States, *e. g.*, in Boston, shows simply the possibilities of a large city as to satisfying various views and wants. * * * It is plain that the cause obtains footing more and more, instead of losing it. All school authorities, superintendents and directors, who were so obliging as to enter more thoroughly into the question with me pronounced themselves unconditionally in favor of the policy, and presidents of colleges and universities expressed themselves in the same terms wherever coeducation had been introduced. In vain they look for intellectual inferiority of women, even in the highest educational institutions.

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[1] In the continuation of the report, which is not yet published, the author considers the conditions under which coeducation is possible, and comes to the conclusion that it is impracticable for France.

It is true that fewer women than men go to universities after having finished the high-school studies. However, the percentage is constantly increasing, and, in comparison to the number of men, an equal number of women take their degrees with the highest credit. In the fall of 1890 there were 198 female students at the Wisconsin State University in Madison, and about four times as many men. At Ann Arbor, Mich., there was about the same proportion upon a total of 2,153 students. Coeducation in Wisconsin dates only from 1863, after the university had been in existence for many years (from 1838), and in the beginning it was not coeducational in the exact sense of the word, since the young women were instructed in a so-called normal department. At last, in 1873, all peculiarities in the instruction of women were done away with, and the university was opened to both sexes without any restrictions. The president of Ann Arbor University told me that the first woman student entered the university in 1871, and passed the fiery trial of public criticism and the university examinations with the greatest honors. Her example was soon followed by others, and for the last ten years coeducation at this university, as well as at many others, has been an established feature, and no more comments are made upon the subject, at least none that are unfavorable. Even the professors, who were most opposed to the new arrangement, confess that experience has conquered their opposition.

In some universities they are from principle opposed to coeducation. Harvard College, near Boston, has established a so-called annex for women students, but refuses stubbornly to give lectures before a mixed audience; for what reasons, the author has not been able to find out. This annex arrangement does not give satisfaction; it savors too much of "second hand," even although the privileges are the same as those bestowed upon Harvard proper. The women students up to this time have shown most interest in the branch of philology, but natural sciences gain more and more attention and original scientific investigations by single individuals have already been undertaken. The law schools are not attended by many women students, but in those of medicine there have been numerous women students for quite a number of years, and now and then some follow even the course of engineering. But the professions whose courses are followed by women in isolated instances only are of little consequence in the question of coeducation. When it is fully established in future the woman's inclination will prove to be equally as good and safe a guiding star as that of man, and there is no reasonable foundation for the apprehension that she will follow studies not befitting her sex. * * *

In some places I noticed a strict separation of sexes both in respect to their seating in schoolrooms and their marching in or out, and in most places there are separate playgrounds for boys and girls. One can easily recognize the necessity of the latter upon seeing that the pupils are but little supervised during the recesses. Separate cloakrooms are found everywhere. But as far as I could find out these trifling arrangements were the only ones thought necessary for the sake of order and morals.

One should remember the rough material which American schools receive. Recent immigrants, no matter if from the east or west, and without knowing a word of English, are received in the common schools or high schools. In the meantime there is something in the surrounding air that softens the uncouth nature of the child, and at the same time as he becomes familiar with the language of his new fatherland he imbibes the respect for his own worth as a human being and for the rights of his comrades, which is the profoundest principle in an American community. If those from the lowest classes of the community were kept aloof and the two sexes kept separate, would the teacher in such a case be able to bring about such changes? * * *

It must not be imagined that all schools possess a class of clean, well-situated, well-educated children, who might be sent to an exhibition; but although there are schools which use up all the energy of a teacher within a short period of time, destroying her good humor and tempting her to use a cane, we find that such is most often the case in those schools where no coeducation is advocated, and where now, as in some schools in Boston, they are afraid of introducing coeducation because wildness and roughness seem to be their inheritance and possession.

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In America, young boys and girls associate in a friendly way together from their earliest childhood. They have all opportunities to become acquainted in school. * * *.

I had special opportunities in the Western States to observe these natural relations both in university cities among the students and other young people who were following practical careers. The young girls were strikingly easy and natural in their manners. From a moral standpoint, I discovered only healthy results from the American coeducation. It still remains to examine its effect in a physical aspect.

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I have been much impressed in American schools (both in lower and common schools) by the weakly, pale-looking children with bad carriage of the body and much nearsightedness, judging by the distance of the books from the eyes. But I did not receive the impression that the girls looked more delicate, nor do statistics report to this effect.

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Both boys and girls suffer from overcrowded classes (being pinned down to the desk for long hours), from bad ventilation and severe drafts, the want of playgrounds, and one-sided mental work.

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Finally, I will add a remark on the economical feature of coeducation:

When I consider the equipment of the American high schools, as I saw them in most cities, and then imagine these expensive buildings doubled in order to accommodate each sex separately, there arises a strong doubt in my mind. Would it be possible to furnish these schools with expensive laboratories (not with 1, but with 3), with excellent microscopes, well-supplied libraries? Hardly in smaller cities where there is at present only one high school; however well the boys' high school might be equipped, the girls' high school would no doubt leave much for improvement.

COEDUCATION OF THE SEXES.

Dr. W. T. Harris.

[Report of Public Schools, St. Louis, Mo., 1872-'73, pp. 105-120.]

Previous to 1858, in our grammar schools, the sexes had been entirely separated. Only in the primary schools and in the high schools, then recently established, had the experiment of coeducation been made. In that year the Franklin Grammar School was opened as a "mixed" school, and after it, one by one, the other grammar schools were reorganized until all except the Eliot School were "mixed" schools, receiving into the same rooms and classes both sexes. Having had an unusually good opportunity to watch the results, and having been educated myself partly in "mixed" schools and partly in schools open only to the male sex—the former being sundry district schools in country towns, village "academies," and city grammar schools, the latter being three classical schools or academies and a college—I felt considerable confidence in the views then presented. My observations had led me to indorse the statement of Richter:[1] "To insure modesty I would advise the education of the sexes together; for two boys will preserve twelve girls, or two girls twelve boys, innocent, amidst winks, jokes, and improprieties merely by that instinctive sense which is the forerunner of natural modesty. But I will guarantee nothing in a school where girls are alone together, and still less when boys are." I had noticed that the atmosphere of "mixed" schools was desexualized, where that of separate schools seemed to have a tendency to develop sexual tension. Again, whatever tendency toward indecency might manifest itself was far more easily checked in "mixed" schools by reason of the cross fire of watchfulness which made intrigue far more difficult to keep secret. The brothers and sisters and other relatives and intimate acquaintances of the pupil attended the same school, and every act was scanned from two points of view—the boys being participant in boys' gossip, and the girls being participant in girls' gossip, and the barriers being removed within the precincts of the family, parents could not fail to have a more faithful account of the behavior of their children than when isolated in different schools. Brothers and sisters mutually protect each other from shame. Besides this, the fact that the chief association between the sexes in "mixed" schools takes place under the eye of the teacher and in recitation, wherein the contest is purely intellectual, and where the manifestation of mere femininity—softness and sentimentalism—would cause the pupil to lose rank as a scholar, and where mere masculinity—roughness and willfulness—would make an unattractive spectacle, leads one to expect that the tendency of coeducation is to elevate the standard of admiration from mere external charms of person to the spiritual graces and gifts which lie deep in the character.[2]

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[1] Recently cited from Richter's "Levana" by Dr. Clarke in his Sex in Education.

[2] The following statements were made in the report alluded to (1870), and I have had no occasion to modify the views therein expressed:

"That which theory establishes and experience verifies may be safely followed. The coeducation of the sexes within the limits of certain ages and within certain sections of the United States may be considered approved by the twofold demonstration of theory and practice. Whether these limits of age and place may be transcended with advantage is a question for practical experiment to solve. Theory is in favor of the extension of coeducation far beyond present practice, and, as a fact, the latter is creeping along conservatively up to the standard of the former. The admission of females into

But the question of healthy moral tone is not the only one involved. Granting the most favorable view of this phase of the subject, we have not yet settled the question whether it is desirable for women to have the same course of study that men have, nor have we touched that other much debated question arising from physiological differences.

The question of education has always pointed back to that of vocation and destiny, for education is a process of preparation for an end. Thus it involves the theory of the life sphere of the pupil. Again, besides "vocation and destiny," there is an "absolute state of man," as Pestalozzians tell us, for which every human being has a right to educate himself and be educated. The culture of the rational soul, the intellect, the will, and the affections, is the privilege of every human being, whether male or female. More than this, it is a duty; and the materialism, at present so fashionable, that finds its delights in chilling the fervor of an aspiration by suggesting physiological limitation as that which should determine the question of the culture of the rational soul and of participation in the spiritual heritage of the

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colleges and scientific institutions, heretofore open exclusively to males, is the straw on the moving current, and tells what is coming. It is in accordance with the spirit of our institutions to treat women as self-determining beings, and as less in want of those external artificial barriers that were built up in such profusion in past times. We give to youth of both sexes more privileges or opportunities for self-control than are given in the Old World society. Each generation takes a step in advance in this respect.

"Occasionally, as in San Francisco, there is a returning eddy which may be caused by the unbalanced condition of society found on frontiers. Old cities like New York and Boston may move very slowly in this direction, because of enormous expense required to change buildings and school yards so as to adapt them to the wants of 'mixed schools.' In fact, the small size of school yards in many cities renders this change next to impossible. Western cities take the lead in this matter and outstrip the East. Within fifteen years the schools of St. Louis have been entirely remodeled on this plan, and the results have proved so admirable that a few remarks may be ventured on the experience which they furnish. I wish to speak of the effects on the school system itself, and of the effects upon the individual pupils attending.

"I. Economy has been secured through the circumstance that the coeducation of the sexes makes it possible to have better classification and at the same time larger classes. Unless proper grading is interfered with and pupils of widely different attainments brought together in the same classes, the separation of the sexes requires twice as many teachers to teach the same number of pupils. This remark applies, of course, particularly to sparsely settled districts. The item of economy is very considerable, but is not to be compared with the other and greater advantages arising.

"While it is conceded by the opponents of coeducation that primary schools may be mixed to advantage, they with one accord oppose the system for schools of a higher grade. Now, what is singular in our experience is the fact that our high school was the first experiment on this plan for classes above the primary. Economy and better classification were the controlling reasons that initiated this experiment, and from the high school the system has crept down through all the intermediate grades. (In our high school the sexes are assigned to separate study rooms, and meet only for actual recitation in the same room.) What had been found practicable and satisfactory in the highest grades could not long be kept away from the lower ones.

"II. Discipline has improved continually with the adoption of mixed schools. Our change in St. Louis has been so gradual that we have been able to weigh with the utmost exactness every point of comparison between the two systems.

"The mixing of the male and female departments of a school has always been followed by improvement in discipline, not merely on the part of the boys, but on that of the girls as well. The rudeness and abandon which prevails among boys when separate at once give place to self-restraint in the presence of girls. The prurient sentimentality engendered by educating girls apart from boys— it is manifested by a frivolous and silly bearing when such girls are brought into the society of the opposite sex—this disappears almost entirely in mixed schools. In its place a quiet self-possession reigns. The consequence of this is a general prevalence of milder forms of discipline. Boys and girls originating, according to nature's plan, in the same family as brothers and sisters their culture should be together, so that the social instincts may be saved from abnormal, diseased action. The natural dependence of each individual upon all the rest in society should not be prevented by isolating one sex from another during the most formative stages of growth.

"III. Instruction is also greatly improved. Where the sexes are separate, methods of instruction are unbalanced, and gravitate continually toward extremes that may be called masculine and feminine. The masculine extreme is mechanical formalizing in its lowest shape, and the merely intellectual training on its highest side. The feminine extreme is the learning-by-rote system on the lower side and the superfinity of sentiment in the higher activities. Each needs the other as a counter-check, and it is only through their union that educational methods attain completeness and do not foster onesidedness in the pupil. We find here that mixed schools are noted for the prevalence of a certain healthy tone which schools on the separate system lack. More rapid progress is the consequence, and we find girls making wonderful advances even in mathematical studies, while boys seem to take hold of literature far better for the influence of the female portion of the class.

"IV. Intellectual development is, as already indicated, far more sound and healthy. It has been found that schools kept exclusively for girls or boys require much more surveillance on the part of the teachers. The girls, confined by themselves, develop the sexual tension much earlier, their imagination being the reigning faculty and not bridled by intercourse with society in its normal form. So it is with boys on the other hand. Daily association in the class room prevents this tension and supplies its place by indifference. Each sex testing its strength with the other on an intellectual plane in the presence of the teacher—each one seeing the weakness and strength of the other—learns to esteem what is essential at its true value. Sudden likes and dislikes, capricious fancies and romantic ideals, give way for sober judgments not easily deceived by mere externals. This is the basis of that 'quiet self-possession' before alluded to, and it forms the most striking mark of difference between the girls or boys educated in mixed schools and those educated in schools exclusively for one sex.

"That the sexual tension be developed as late as possible, and that all early love affairs be avoided, is the desideratum, and experience has shown that association of the sexes on the plane of intellectual contest is the safest course to secure this end."

race, will have exactly the opposite effect from that intended. It will produce an asceticism proportioned to the amount of conviction occasioned by such physiological doctrines, and to the consequent intensity of the recoil. If our highest norm is "chiefly clinical," and the mind with its culture is subordinate to the organization of the body, as is believed by (shall I say) a great majority of physiologists and physicians at the present day, at the least there are very many things relating to human history and institutions which become at once insoluble contradictions, the nearest example of which is the evolution, in the brain organism, of the theory in question.

One does not need to be reminded that human history is a record of deeds done in the cause of spiritual ideals, and that these ideals are the bases of all our institutions of civilization. The deeds of history, moreover, that are considered worthy recording are most strangely subversive of physiological and hygienic laws, most of them involving such waste of human life as to lead even the materialistic spectator to believe that life as such is of small moment compared with some phantom ideal secreted by the cells of the brain. To such a view, human history is a record of uninterrupted fanaticism, and the fruits of preaching the physiological gospel to young men or young women in the nineteenth century will only produce fanaticism of a kind that is not needed. By these remarks one would not intend to deprecate the study of physiology and hygiene, nor deny the function of the brain and nerves as instruments of manifestation, nor the application of hygienic laws to education. One objects only to the "animus" with which the thing is done, and to the theory of life and mind which is implied as their major premise by certain prolific writers on the subject, and one insists upon the doctrine that mind is essential self-determination whose responsibility extends so far as commonly to make it liable for the proper hygienic determination of the physical conditions of its manifestation. The physiological motto should be—Know thyself, not as a product of organism, but as a producer of organism.

In our district schools the ages of pupils range from 6 to 15 years, averaging only 10 years. In the high school the ages range from 12 to 20 years, averaging about 16. The physiological question, therefore, scarcely affects the district schools. But the pupils of the high school are just at those ages which the physiological question touches most vitally. So far as it concerns the question of coeducation at those ages, it is simply this: Whether the necessities of class recitation, with its regular recurrence and steady progress from week to week, impose any conditions upon one sex that can not be borne by it without unreasonably taxing the physical organism. It is claimed in the affirmative that the regular work which young men perform without injury is unsuitable to young women. "Identical coeducation" is, therefore, to be forbidden. Persistence being the type of the man, and periodicity the type of the woman, it is argued that they can not be educated together, nor in the same manner. Stated in plain school language, classes imply regularity or persistence in work, and this is injurious to girls of the ages between 14 and 20 years. But this statement at once relieves the question of any special reference to coeducation of the sexes in the same school. When one can point out a plan for a girl's school wherein there is no necessity for regular recitation and regular work, and wherein the organization is such that three-fourths of the class do not suffer by the constant absence of one-fourth of the class, he will have discovered a new organization, which wise educators will hasten to adopt, even for boy's schools. For the average attendance of boys on recitations is less than 75 per cent., when the schools throughout the country are considered, although it is common for city schools to secure 90 per cent and over. This per cent of irregularity has forced educators to organize careful systems of grading and classification, by which there may be secured an amount of elasticity sufficient to save the regular pupil from the injurious effects of his neighbor's absence, and likewise to save the irregular pupil from the necessity of overwork to keep up with the former. As it is, after all has been done, the evil of irregularity is counted the most serious drawback that we have to contend with. But the statistics of the attendance of girls in the St. Louis high school, compared with that of their percentage in scholarship, does not allow us to conclude that the progress of the classes suffers on their account. No satisfactory comparison can be made between the work of girls and that of boys; the problem involves too many elements; not only quantity and quality of work, but a consideration of the aims and motives that stimulates its performance. It is safe to say that no practical difficulty is experienced in the high schools on account of the larger per cent of absence of the girls. There are, it is true, "clinical cases" that form the exceptions to this rule. Such cases, however, are no more difficult to manage in mixed schools than in separate schools. Of course it is out of the question to adopt a system of individual instruction for all girls between the ages of 14 to 20. It would practically shut out from a fair education nine-tenths of the entire sex, and the remaining tenth, lacking the discipline of class work, would not acquire a thorough education.

Leaving the consideration of the physiological phase of the subject, it remains to be considered whether the vocation of women necessitates a different course of study from the general one already marked out for the primary and secondary schools. The question of vocation again involves the physiological question and the duties arising from particular natural functions. Under all circumstances woman's sphere must include a closer relation to family life than the sphere of man does. The intermediate province of civil society including the various phases of productive industry through which the wants of food, clothing, and shelter are provided may or may not by its nature belong to woman. The third province, the state, is farthest removed from the sphere of nurture which is the peculiar function of the family. In order to discuss intelligently this question we must regard it in its historical evolution and study the attitude of the sexes toward the three great institutions above named, the family, civil society, the state, under the different stages of human progress.

The savage or barbarous stage of society—the age previous to that of productive industry, or the triumph of labor by means of division—is to be characterized as an age in which whatever is fixed and routine, whatever can be accomplished by patient endeavor confined to prescribed forms or conventionalities, falls to the lot of woman. Man is driven by the sudden and severe exigencies contingent to savage life to hold himself in reserve for violent and temporary efforts such as leave him unfit for routine work. War and hunting being the necessary pursuits of man, it is necessary to leave to the woman what little agriculture and manufactures there may be carried on.

The slow growth of peoples from the savage state is marked by the division of labor; first, slavery appears, and its advent partially relieves woman as a sex; the slaves of both sexes labor together at the same tasks, while the women of the free class begin to retire within the family. From this stage on there is a growth of the antithesis between the family and civil society. In the former (the family) is found more and more the sphere of woman; in the latter (that of civil society), that of man, until the culmination of the epoch of productive industry which closes the second stage of human development or of progress in society.

From the second step of development arises the third epoch, that of machinery, wherein more is produced with less industry. Man gets emancipated from physical labor, but is compelled by the conditions of his civilization to compensate for it by activity of thought. But the ideal activity of thought is the activity of man's essence, and hence in being compelled to energize scientifically and with organizing ideas he achieves indirectly the very highest aim of his being.

This distinction of the civilization connected with the age of machinery from that of productive industry, in its special sense, is very important; it brings with it the elevation of woman to more general activities, to a sphere above the tension of sex, and above the limitations incident to peculiarities of natural organization. Not merely the vanishing of the distinctions in spiritual life that are founded on sex, takes place in this epoch, but the disappearance of those that are founded on caste and occupation of race, of birth, or wealth, altogether throughout the human family.

In the savage state of man the vocations of the sexes separate widely into the extremes of drudge and warrior. The education of woman in this period consists in acquiring a knowledge of the few arts and dexterities in the possession of the tribe, arts representing the whole sphere that will subsequently separate into the antithesis of family life and civil society, while the education of savage man relates to war and the chase, a field of activity wherein may be found the germ of the future political organization and the directing power of civil society. Thus in this phase of life the division of sex is the basis of a conservative side of society (the sphere of woman), which provides for the finite wants, such as food and clothing, and nurtures the young, thus forming the internal economy. Over against this is a negative and a destructive side (the sphere of man), which is turned against external foes and shields society from the violence of man and beast. Thus the province of man in this state of society has its positive aspect in the fact that it marks out the channels and sets up the limits or prescribes the forms of routine work which, as before stated, falls mainly to the share of woman in savage life. Thus the savage man fills the roll of the lawgiver and defender; he deals with the general or universal interest, the state of society as a whole, while woman deals with the particular or finite interests, the sphere of wants and necessities.

Ascending above this into the stage of industrial civilization, we find in progress an intermingling of the two former spheres. On the one hand the man who occupied the position of director and defender, and who appeared in the role of the generic or universal, now descends to the extreme of particularity, and, through division of labor, takes on himself the limitation which is required by special branches of industry. He descends to the particular and specific so far that he limits his whole life activity to the creation or production of some part or portion of a product of industry that must be joined to a hundred other parts before it becomes an article

of any use whatever. His whole occupation, for instance, may be that of tying threads or of cutting off pins. Man thus limits himself, as individual, to the finite and particular, in order that he may, through combination with civil society, make up a concrete whole of surpassing grandeur. In this second stage of society woman withdraws more and more within the family and finds in it a whole—inasmuch as each family contains a sphere or circle of duties and occupations separable from the sphere of civil society as a whole. In the total or whole of civil society each laborer performs some one function, however minute, that contributes to form that whole; there is only one total—that of the whole industrial community; on the other hand, in the institution of the family, each family is a whole, a reflection of the general type. On this account woman represents a generic or universal interest—that of the totality of the family—in the second stage of historic development, while man represents a particular interest in his functions as member of civil society. Each woman in the family has the entire round of duties of that sphere to learn and perform, while the man has not to know all the trades and vocations of society, but only his infinitesimal fraction thereof.

From this distinction between the family and civil society flows a well-defined difference in education. While the boy is to be educated to concentrate all his energies in the pursuit of one specific end—educated to limit himself in order that he may manage with intensity of force, and high achievement of skill, some special department in the articulated whole of the grand process of society—the girl must be educated to be versatile, quick to turn from one thing to another, to be on the alert for emergencies and not so absorbed in a single aim as to be oblivious of any one of the manifold phases of her entire sphere—the sphere of the family. Thus it will appear that her culture in the second stage of the growth of society resembles, in general outline, that of man in the first stage. Since man, as savage, faced the uncertain, the indefinite, and was obliged to be constantly on the alert, he dissipated his force and utterly unfitted himself for dealing with the definite routine task and the prescribed duty, and hence these were assigned to woman.

No writer has penetrated deeper into this relation of occupation to sex than Goethe. He enunciates clearly the principle as he finds it in his time, and his deep-seeing mind catches a few glimpses of the coming epoch wherein the antithesis of the second stage of human society is to be canceled and solved.

"Men," he makes one of his characters say, "should wear a uniform from their childhood upwards. They have to accustom themselves to work together; to lose themselves among their equals; to obey in masses and to work on a large scale. Every kind of uniform, moreover, generates a military habit of thought and a smart, straightforward carriage. All boys are born soldiers, whatever you do with them. * * * But woman should go about in every sort or variety of dress, each following her own style and her own likings, that each may learn to tell what sits well upon her and becomes her, and for a more weighty reason as well—(N. B.) because it is appointed for them to stand alone all their lives and work alone. * * * Observe a young lady as a lover, as a bride, as a housewife, as a mother—she always stands isolated. She is always alone and will be alone; even the most empty-headed woman is in the same case. Each one of them excludes all others. It is her nature to be so—(N. B.) because of each of them is required everything which the entire sex have to do. With a man it is altogether different. He would make a second man if there were none. But a woman might live to an eternity without even so much as thinking of producing a duplicate of herself." In these words we see how completely Goethe comprehended the spirit of the civilization in which he lived—a civilization now just beginning to show signs of transition to a new one. Generalizing his statements, he might have said "when that upon which one labors is universal, i. e., a general element in the supply of a general want, association may come in and the individual may limit himself to a uniform particular activity, to a trade or special branch of a trade. But not so when the object of labor is a diversified one, a totality of contingent particulars; there each laborer must perform all; no division of labor can transpire within that sphere—the sphere of the family, for example." In the spirit of his time Goethe adds: "In how few words the whole business of education might be summed up, if people had ears to hear. Educate the boys to be servants and the girls to be mothers, and everything is as it should be." "To be servants"—that is to say, to subordinate and limit themselves to special, prescribed occupations; "to be mothers" would mean, to cultivate that provident foresight and wealth of resources constantly required in the family.

In another passage Goethe hints at the possibility of ascending above these limitations which arise from the tension of sex and which are thus presupposed by the organization of society in his and our own age. "There is no doubt," says he, "that in all civilized nations women in general are superior to men, for where the two sexes exert a corresponding influence over each other, man becomes effeminate, and that is a disadvantage; but when a woman acquires any masculine virtue, she is the gainer, for if she can improve her own peculiar qualities by the addition of *masculine energy, she becomes* almost a perfect being."

Out of the completest realization of the division of labor arises the conquest of nature by machinery. In this conquest man becomes truly free and independent, inasmuch as he does not any longer have to employ direct struggles to force nature to yield her products in a form suitable for his use; he now makes nature do this. Fastening a machine to nature, he harnesses the elements, and thus produces an activity whose product subserves his rational intelligence. Instead of enslaving himself in this particular, in order to become free in the aggregate of society, he now finds his whole activity to be a directive or supervising activity, and thus an activity of thought and ideas, as well as of mechanical exertion. This third epoch is continually arising from the second one, just as fast as the ultimatum of simplicity is reached in any occupation and the labor-saving machine comes in to relieve the hand.

Man thus is continually ascending into the realm of thought and directive power. In this region there is no longer any unmodified physical nature. Ideas are neither male nor female; they are universal. So, too, is directive power. Culture in universals is the necessary education for it.

While in the division of labor the feminine organization has special adaptations, and special unfitness for one sphere or another; on the contrary, in the world of directive activity, the special fitness or unfitness arising from sex is a vanishing element, and there approaches an ideal wherein a concrete identity of spheres and vocations is to be found. Not that this implies annihilation of nature and sex, but only a complete and thorough subordination of them, just as now it is quite as feminine as masculine to attend school and learn to read. Sex will always remain in its narrow sphere, its modifying tone or tinge will extend into several higher spheres; but in science, in religion, and art its effects will be scarcely traceable. And the ascent from direct manual labor to directive labor, through the introduction of machinery, is accompanied with such increase of productivity in labor as practically to lift all individuals into easy circumstances, having most of their time for higher pursuits.

To the mere animal, sex is the most important fact of his existence, and with good reason, for he lives only in the species, and does not possess individual immortality. A conscious being is, by the fact of consciousness, elevated above the sphere of sex, and becomes immortal as individual.

To sum up the views here advanced, there seem to be three epochs in education derived from the changing status of the sexes toward each other as determined by vocation:

1. There was the condition of women in the savage state when division of labor within civil society existed only in germ, and the functions of family nurture and of providing food and clothing and shelter—the sphere of productive industry and civil society—belonged to women. Man gave his whole attention to defense, the province of the State, and the police function. He also hunted in the forests for a supply of meat. Hunting was partly industry, partly defense from wild animals.

2. Out of the savage state rises the epoch wherein civil society becomes fully developed, the era of productive industry and division of labor. The nation takes the place of the tribe, and frees man from perpetual police service. He settles into productive industry, and as he occupies civil society, woman retires within the family. Persistency is the type of labor in civil society. Periodicity the type of labor in the family; repetition of the same thing, concentration upon one thing, the characteristic of labor in the industries; diversity and versatility the characteristic of the labor within the family; engaged this hour preparing the breakfast and washing the dishes; the next making the beds and sweeping the rooms; the next cleansing and mending the clothing; the next knitting or weaving; the next, and at intervals the whole day, attending to the myriad wants of childhood. The labor within the family is as diversified as in civil society, and could be improved in skill by division of labor; but it does not admit of division of labor to the same extent. The woman prepared for the life of the family would therefore seem to need an education which would give her versatility, while the boy should have an education which would fit him for infinite concentration upon one thing. The girl should be educated to stand alone and to work at the confusing variety of tasks in the family. But the boy should learn to work in combination with others, to subordinate himself as a member of an organization.

For the second stage of social development, therefore, persistence and periodicity would seem to characterize, respectively, the spheres of labor of men and women.

3. But this phase of civilization is not the highest and final one. Out of the extreme division of labor arises the possibility of machinery. When labor is divided so minutely that each branch of it consists in a simple movement of the hand, arm, or body, the human intellect contrives a cunning mechanism and harnesses some natural power to it, perhaps water power or steam power, and straightway he becomes a mere manual laborer—a supervisor. From a slave he becomes a master. The machine gets thrust in everywhere between the human hand and the raw material. More than this, the intellect contrives combinations, and complicated machines

grow out of simple ones. The human being becoming more and more powerful, again, physical force is less and less needed in the supervision of the machines. Versatility and agility come more and more into play. The female is needed again in the industries, and she comes back to tend the power-loom and to make Waltham or Elgin watches. In the third and highest period of industrial development, therefore, where physical strength is less and less in demand and alertness more and more in demand, woman's sphere comes to be common with that of man, and she needs an education in the sciences, arts, and accomplishments necessary to the man. Besides this the realm of productive industry and division of labor, aided by labor-saving machines, encroaches upon the domain of special labor confined within the limits of the family and conquers one after another its drudgery, and reduces it to a general branch of industry. The power-loom, the sewing and knitting machines the washing machine, the baker, the tailor, the manufacturers of preserved and prepared food, etc., are rapidly emancipating the slavery inside the family. We cannot ignore the effect of great social changes arising through the invention of labor-saving machinery, and the consequent aggregation of population into towns and cities where cooperation may be availed of. Out of social changes arises the necessity of modifications in our systems of education. The demand of women for equal advantages in education with men is not a mere temporary demand arising out of the sentimentalism incident to the epoch, but only an index of the social movement that underlies civilization. The demands on the woman of the present day are such as to compel her to educate herself in science, art, and history. Her natural proclivity to versatility and alertness of mind fit her in a peculiar sense for the sphere of teacher of children. The arbitrariness and caprice can be best watched and foiled by her. Their feeble strength demands intermittence and periodicity, and their training must, above all, be general. To enter into the spheres of productive industry opening for her; to assume the place of director in the management of the family economy now offered her in exchange for that of drudge; to fill her sphere of hostess and conversationalist in polite society; to fill the sphere of teacher in the school; to enter into the literary domain recently conquered by such writers of social novels as George Eliot and George Sand; or into the art domain of music and the drama, conquered long since; all these conspire to demand for woman discipline, insight, and information, studies such as are necessary to initiate man into the "conventionalities of intelligence." The demand for the same course of study is paramount, that for coeducation subordinate, although of considerable importance.

THE COEDUCATION OF THE SEXES.

By Dr. E. E. White.

The coeducation of the sexes has become one of the live questions, and the arguments pro and con are numerous and various. One of the arguments against education is based on the difference between the male and the female mind. It is affirmed that the minds of men and women differ, and it is inferred that this difference necessarily demands a difference of education. Is this inference a necessary consequence of the fact affirmed? Let us see. The physical organization of the two sexes is diverse. Does it follow that they require a diversity of food? Boys and girls sit at the same table, eat the same kinds of food, and breathe the same air, and their bodies are equally well nourished and strengthened. The mere fact of mental diversity no more necessitates a diversity of education than physical diversity necessitates a diversity of food and air. What must be shown is, that the mental difference of the two sexes is such as to necessitate a difference of education, and this necessity must be proved; it can not be inferred. It is not axiomatic. The fact that there is sex in the mind does not necessitate sex in courses of study and instruction.

Equally defective is the argument against coeducation based on the diversity of pursuit and mission. It is affirmed that the sphere of action of men and women as a class is diverse, and it is inferred that they consequently require a different preparation, and hence a different education. Are these inferences necessary consequences? Why may not diverse minds derive a diversity of preparation from the same course of education? Almost every family is an illustration of the fact that different persons receive different influences and advantages from the same surroundings and circumstances. The oak and the elm grow in the same soil. The same is true in education. The two sexes derive a diversity of preparation from a like course of study, each eliminating and appropriating according to its own law and its own life's needs and duties. This argument is eminently absurd when applied to elementary and general education. The fact that a boy is to do a man's work in life, and a girl a woman's work, hardly proves that they should not study arithmetic, geography, and geometry together. When applied to special or professional educa-

tion the argument may have weight. Moreover, the difference in man's and woman's sphere of action may require a difference of education, but this is precisely the fact to be established.

The argument against coeducation based on the difference in the physical strength and endurance of men and women is more logical. If it be a fact that women, as a class, have not the necessary physical stamina to endure a course of education as thorough and extensive as men, then it follows that women, as a class, must receive an education less thorough and extensive than men, as a class, are capable of receiving. But it does not follow that the education of women should be less thorough than that which men are receiving; nor does it follow that women who are physically capable of competing with men in the highest culture should be denied the privilege. But where is the average limit of woman's physical capacity in education? So far as our common schools, high schools, academies, and normal schools are concerned, this limit has not been ascertained. In these grades of study she does her work as easily as her brother, and equally well, though not precisely in like manner. If her inferior physical strength practically limits her educational progress such limitation must be found in the college or university course, and this fact can only be settled by experience. It does not fall within the scope of logic.

It will be noticed that we do not deny the facts which form the premises of this triple argument against the coeducation of the sexes. We admit that the intellectual, moral, and physical natures of men and women are not precisely identical, and this difference may be sufficiently marked to justify some diversity in their higher education. While we would give a daughter an education every whit as thorough and complete as a son, we are not sure that we would have their education in every respect precisely the same. The diversity would not, however, be sufficiently great to necessitate their attending separate schools. Whether all our colleges and professional schools should be opened to men and women alike, we are not prepared to decide. We would like to see enough of them so opened to afford the women of the country the highest educational advantages; and yet, could our word do it, we would, in addition to the Oberlins and Michigan universities for both sexes, endow Harvards and Yales for women.

We feel sure that such institutions would be attended by many more women than the mixed colleges. Experience indicates that but few women, comparatively, wish to take a regular college course. Oberlin, and a few other colleges, have for years welcomed women to their classes, but very few have availed themselves of the advantages offered. Meanwhile, Vassar and other higher seminaries for women have been well attended. There seems, at least, to be little danger that the opening of college doors to women would overcrowd college classes. A few girls, possessing as a class superior abilities, would be added to the class rolls. What will be true in the future, when woman's pursuits and mission are enlarged, we can not say.

We intended to notice the logic of several of the current arguments in favor of coeducation, but a want of space forbids. Suffice it to say that the *non sequiturs* are not all on one side. The logic that can jump from the fact that boys and girls are brought up together in the family to the conclusion that the sexes should be similarly associated in boarding schools will not pay puncturing. It is sufficient to say that there is not a higher institution in the country that adopts, or can adopt, the unrestricted freedom and social community of the family. This sort of talk is, however, a good deal better than the clap-trap which denounces colleges for men as "relics of barbarism." Such a performance requires neither brains nor sense. The truth is the universal coeducation of the sexes is, to some extent at least, a question of moral elevation and enlightenment. There are evident advantages in bringing together young men and women of high moral character and refinement in the same institution, and even under the same roof, but such an arrangement would hardly do in Peru or Mexico, since the essential condition would be wanting. We are not sure that it would work well in all the institutions of this country. The arrangement requires an all-controlling and vitalizing moral and Christian influence, and where this is wanting coeducation, involving coboarding, is a doubtful good; at least there are two sides to the question. We would give every woman the opportunity to acquire the highest and best education possible, and leave experience to settle the rest. (National Teacher, June, 1872, pp. 214–216.)

The organization of the high schools of Boston naturally meets with approval from the opponents of coeducation. On this side must be included the late Dr. Philbrick, whose superintendence of the Boston schools[1] forms one of the most important chapters in the history of educational administration in this country. Dr. Philbrick regarded the specialization of the high schools of his city as the end of an evolu-

[1] From 1857 to 1874, inclusive; also, 1876–1878.

tionary progression which had already been attained in the "most advanced educating countries." His position is shown by the following citations from a circular of information published by this office in 1885. The reader should keep in mind the statement by the present superintendent of the Boston schools as to the status of the high schools,[1] and also that of the superintendent of Salem schools,[2] to which Dr. Philbrick refers. In respect to the foreign precedent, it should be remembered also that provision for higher education of women has not yet been developed in the German States, which alone are mentioned by Dr. Philbrick, and consequently their example has really little bearing upon the question before us.

[Circular of Information of the U. S. Bureau of Education, No. 1, 1885.]

CITY SCHOOL SYSTEMS IN THE UNITED STATES.

By JOHN D. PHILBRICK, LL. D.

We have seen that in Boston the foundation of the high-school system was laid by a specialization of institutions instead of a specialization of courses within an institution. In harmony with this method a separate classical high school for girls was opened in 1878, although this plan was opposed by the friends of coeducation who urged as a substitute the admission of girls to the Latin school for boys. In the meantime the first high school for girls, above mentioned, having been set up in advance of public sentiment, had a short life, being abolished under the lead of a very eminent and public-spirited citizen, who represented the aristocratic sentiment, which is always anxious to keep the education of the people within pretty narrow limits. A quarter of a century later the establishment of a city female normal school was immediately followed by the demand of the people for a girl's high school. This demand was met by the makeshift method of reorganizing the normal into a girl's high and normal school, the result being a good high school and a poor normal school. In time the specializing process took the poor, pinched normal department out of this double organization and organized it into a separate school, which soon became vigorous and efficient. We find here also another interesting illustration of the process of specialization in the development of the high-school system by the annexation of adjacent municipalities. The Boston system was by this means increased by the addition of 5 high schools, mixed both as to sexes and courses; and, besides, the old, endowed Roxbury Latin Grammar School above alluded to, was opened to the inhabitants of the whole city as a free classical school for boys.

The annexed mixed schools were allowed to remain mixed as to sex but their courses were unified in conformity with that of the English high school, the elements of Latin, however, still being permitted in addition for the local convenience of beginners in the classical course, who must later go to the central Latin schools in order to complete the preparation for college. At the same time an advanced course of two years was added to the original course of three years in the central boys' English high school and in the corresponding school for girls, to which the graduates of the local high schools were admitted, and, finally, a new high school of the local type has been recently established to accommodate the inhabitants of an outlying district of the city.

The system as it now stands then, exclusive of the free corporate school above referred to, consists of 6 local mixed schools of the lower order and the 4 central schools of the superior order, a classical and a nonclassical one for each sex.

This central group of 4 high schools may be regarded as the normal type of high-school organization. It is in harmony with the organization of secondary education in the most advanced educating countries, which educates the sexes in separate schools and provides separate classical and nonclassical schools for boys, of which the representative types are the German gymnasium and the Realschule. Considerations of economy will prevent this specialization in the small cities. In the largest cities, as we have seen, the progress towards this specialization is already considerable, and the history of education justifies the prediction that it will continue to advance in proportion as the inhabitants comprehend what is best in education and demand it for their children.

The ancient and cultured city of Salem is the only city where a fair trial of the specialized and doubly mixed systems has been made. The former was tried first

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[1] See pp. 787, 788. [2] See p. 789.

for many years; it was exchanged for the latter, twenty-five years ago, to save expense. The result has not been satisfactory, and a movement is now on foot for restoring the specialized system, which is said to meet with no serious opposition, except from the economical point of view.

But the specialization of the high-school system in our large cities is not to stop here. We see already that Baltimore has incorporated into her system an institution for higher education, patterned after the corporate manual training high school at St. Louis. It seems quite probable that high schools of this kind, with such modifications as experience may suggest, will be established in all the principal cities. Such a school will, no doubt, meet the wants of a certain class of pupils, but if adopted it should be in addition to the standard types of classical and nonclassical high schools, and not as a substitute for either of them. And the reasons for establishing a supplementary high school of this kind for boys hold equally good for establishing a corresponding school with appropriate hand work for girls. (Pp. 24–25.)

* * * * * * *

Free secondary education having now become a fixed fact, attention in the future will naturally be given in larger proportion to the work of perfecting its organization and management, so as to adapt it more completely to the wants of all classes of citizens and render it an instrument of the greatest possible good, accompanied by the least possible evil. In my view, the evil connected with the high school which most loudly calls for a remedy is the harm which it is doing to the health of the girls who attend it. This evil is not of recent origin. It dates back to the time when girls were first admitted to high schools; it is not limited to any particular description of high schools; it is found in both small ones and large ones, in separate schools and mixed schools. Nor is it restricted to any one region or section of the country; wherever there is a high school, there the evil is found, and there the application of the remedy should begin. Of course, the harm inflicted has its degrees. There may be schools under very judicious management of parents' committees, superintendents, principals, and teachers where the injury to the health of girls has been reduced to a minimum. I am not aware, however, that such a school has come under my observation. On the other hand, there is a large number of schools, among which are some of the most noted in the country, where the injury inflicted upon the health of the female pupils is a very serious evil. What I mean is precisely this: That the evil of which I am speaking is general in our high schools and that the reform in this respect should be general; not that the evil reaches every individual pupil, but that it affects injuriously some pupils even in the best schools, and a large percentage of the pupils in that large class of schools where, as yet, hygiene is only a word and not a reality. In justice to the public high schools, it should be said, however, that the evil is not confined to them. It is quite serious, if not more so, in the whole body of thoroughly organized institutions for the higher female education.

The causes of this evil are manifold. The following are some of them: Injudicious application of the marking system; injudicious system of examinations; too many studies; too many home lessons; an injudicious method of teaching, which confounds thoroughness with exhaustiveness; too much pressure to secure punctuality and regularity of attendance; rolls of honor printed in annual reports; competition for honors and medals; too long abstinence from substantial food and nourishing drinks; bad air; cold drafts; too many flights of stairs. These manifold causes suggest the manifold remedies. The remedies can be more easily and effectually applied in separate schools than in mixed. To remedy the evil in question effectually in mixed schools without too great laxity towards the boys is no easy task. Higher female education has come to remain. It is a new element in modern civilization. It is a great boon. It has been attended with a lamentable evil which has largely offset its blessings. Let the remedying of that evil be one of the chief tasks of all earnest promoters of higher female education.

BOSTON SCHOOL DOCUMENT NO. 19—1890.

Majority and Minority Reports of the Special Committee on the Subject of Coeducation of the Sexes.

MAJORITY REPORT.

In School Committee, *September 9, 1890.*

At the regular meeting of the board, March 25 of the present year, on motion of Mr. Winship, it was ordered "that a special committee of three be appointed to consider and report upon the subject of coeducation of the sexes, with special reference to future school buildings."

In compliance with this order we submit the following:

It appears that not until 1790 were girls admitted to our public schools, when t were permitted to enter the grammar schools then established, on an equal foo with boys. A few years prior to 1830 several unsuccessful attempts were mad members of the school committee to separate the sexes. It was not until the latter that Lemuel Shaw succeeded in influencing the committee to make the depart The school committee, January 15, 1830, directed a subcommittee "to inquire whe essential improvements may not be introduced by a modification of the present tem, or by the adoption of some other." This subcommittee reported, May 11, through their chairman, Lemuel Shaw.

From this report the following abstracts are taken:

"The last defect which the committee will notice arises from the attendan children of both sexes on the same masters, at the same houses, and pursuing i respects the same modes and branches of study.

"The committee recommend that an entire separation be established betwee schools designed for children of different sexes. By this management we think evils and dangers will be avoided, and decisive advantage gained. Under the pr system, through the strict attention of the masters, little evil, perhaps, has experienced.

"It is well understood that until the year 1790 there was no public provision v ever for the education of females in this town. The Latin grammar schools an public writing schools, being the only schools supported by the public, were desi exclusively for boys. By the system then adopted an English grammar depart was added to each of the three public writing schools, and then, for the first ti provision was made that girls might attend these schools for six months, a more, in each year. This system continued in operation, with some slight alter by enlarging the term for the attendance of girls to eight months in each year, two years since, when it was determined by the committee that girls shou privileged to attend the whole year.

"The committee have thought that all the girls who now attend the seven sc may all be accommodated in the three largest schoolhouses, the Franklin, Bow and Hancock, which would be conveniently situated for the purpose, in the s erly, central, and northerly parts of the city; and that the other four, namel Adams, Boylston, Mayhew, and Eliot, would conveniently accommodate all the b

The following resolution was proposed by Judge Shaw for his committee:

"That the present arrangement of the Eliot, the Hancock, the Mayhew, the doin, the Adams, the Boylston, and the Franklin schools be changed, and tha system set forth in the foregoing report be substituted therefor."

The main propositions of the report were adopted by the school committee 30, 1830.

By the regulations adopted by the school committee, February, 1833, it ap that the Eliot and Mayhew schools were exclusively for boys, while the Bo and Hancock schools were used for the instruction of girls only, the other 5 gra schools remaining as formerly, for boys and girls.

Thus was rooted in our school system an error which may take years to fully cate.

Since then this objectionable departure, this rut, has broadened and deep with no obstacles in its way, no influential objection to its sway, until we ha normal, high, and grammar schools, or school buildings, in 15 of which boys are taught, while in the other 15 buildings girls alone are admitted; and i buildings intended for boys and girls together there are 74 classes, containing n 3,700 scholars, of which 39 classes are formed of boys alone, and the remaini classes of girls.

This gives only about 12,547, or 36 per cent, of our scholars in the schools tioned who are coeducated.

Thus this city of Boston, that spends relatively more money for the educati her children than any other city of the Union, if not of the world, that prides h upon her educational facilities, hampers more than any other city the rig advance of girls and lessens the refining influences in boys by this separation sexes in our schools.

The subject is of far weightier importance than a casual or superficial view give it. It involves the question of the development of the maximum ability c scholars in moral, intellectual, and physical training. Underlying it is that psychological element which should not be lost sight of, and it is therefore hoped that each member will give it grave consideration.

In these modern times of push there is, in certain localities, a great lack of cate courtesy or chivalry, particularly among young people.

The refining influence of woman is well exemplified by Wendell Phillips's st the young man in the smoking car, who excused himself for using questionabl guage by emphasizing the fact, "There are no women here." A like st

attributed to Grant. This check upon questionable utterances and acts is noticeable in all places where boys or young men are in companionship with the opposite sex; and herein lies the greatest good resulting from coeducation. Such constant companionship represses or subdues the rough and gross nature in young men.

It is either right or wrong to have coeducation in our high and grammar schools. There is no middle ground in considering this subject. If a lower quality of scholars attends school in a certain district, that quality applies to the girls as well as to the boys; and if the boys are separated from the girls, still the low quality remains, and is only divided.

If it is right for brothers and sisters to live in the same house and eat at the same table, then it is right that they should attend school together. Let them be brought up separately, and if they meet only clandestinely, great harm is likely to result.

If wedlock is right and proper, then coeducation is right and proper. If men and women are to marry, they should know each other summer and winter before marriage, and the more they know of each other the less likely will divorces result.

The serious objection raised by physicians to coeducation is based upon the delicate organic conditions of girls, but by the introduction of the excellent system of physical culture made in our public schools the weak and delicate girls will become strong, and the objection will ultimately vanish.

At Wellesley College, by its special attention to physical and hygienic culture, over 1,000 young women are required to enter into a thorough course of physical training, and it is represented that these students pride themselves on their excellent physical condition, which they first endeavor to attain before subjecting themselves to serious mental strain.

To gain the most impressive conclusions upon this subject it was decided by your committee that persons interested in education—intellectual, moral, and physical—be invited to give their views. Accordingly circulars were sent to the several masters of our schools, superintendents, pastors, physicians, and others.

The following table gives the names of the several normal, Latin, high, and grammar schools; the number of teachers in each school in favor of or opposed to coeducation; the sex of pupils attending each school; the sex of pupils in the several classes, and the average age of the pupils in the first and second classes of the grammar schools:

Schools.	Number of teachers in favor of or opposed to coeducation.			Sex of pupils attending.	Number of classes composed of—			Average age of pupils in the			
	Masters.	Teachers: In favor.	Teachers: Opposed.	Masters and teachers undecided.		Boys.	Girls.	Boys and girls.	First class: Boys.	First class: Girls.	Second class: Boys.	Second class: Girls.
Normal	Yes.	7			Girls							
Latin	No..	3	11		Boys							
Latin (girls) / Girls High	Yes	6	10	16	Girls							
Brighton High	Yes	2			Boys and girls							
Charlestown High	Yes	6			do							
Dorchester High	Yes	5			do							
East Boston High	Yes.	4			do							
English High	No..		21		Boys							
Roxbury High	Yes.	9			Boys and girls							
West Roxbury High	Yes.	3			do							
GRAMMAR SCHOOLS.												
Adams	Yes.	10			Boys and girls			10	15·1	15·4	14·11	14·7
Agassiz	Yes	5	3		Boys	8			15·1		14·2	
Allston	Yes	12			Boys and girls	4	4	4	15·2	15·6	14·2	14·4
Andrew	Yes.	12	2		do			14	14·11	15·6	14·7	14·11
Bennett	Yes.	10			do			10	15·6	15·5	15·1	14·6
Bigelow	Yes.	11	3		Boys	14			14·10		14·7	
Bowdoin	Yes.	7	1	1	Girls		9			16		15
Brimmer	Yes	7	5	2	Boys	14			15·3		14·7	
Bunker Hill	Yes.	14			Boys and girls			14	14·6	15·2	14·3	14·4
Chapman	Yes.	11	1		do	3	3	6	15·10	16	14·11	15·4
Charles Sumner	Yes	10			do	1	1	9	14·6	15·6	14·5	14·7
Comins		5	5	5	do	5	5	1	14·5	15·3	13·11	14
Dearborn	Yes.	4	5	4	do	4	1	8	14·6	15·1	14·2	14·4
Dillaway	No..	2	10		Girls		12			15		14·1
Dorchester-Everett	Yes.	10			Boys and girls			10	15·3	14·7	14·6	14·7

Schools.	Number of teachers in favor of or opposed to coeducation				Sex of pupils attending.	Number of classes composed of—			Average age of pupils in the—		
	Masters.	Teachers. In favor.	Teachers. Opposed.	Masters and teachers undecided.		Boys.	Girls.	Boys and girls.	First class. Boys.	First class. Girls.	Second class. Boys
GRAMMAR SCHOOLS—continued.											
Dudley	Yes	11	3		Boys	16			15·3		13·7
Dwight	No	9	4		do	13			15·8		15·1
Eliot	No	4	14	2	do	20			14·11		14·2
Emerson	Yes	8	4	1	Boys and girls	5	3	5	15·1	16	14·7
Everett	Yes	4	6	4	Girls		14			15	
Franklin	No		14		do		14			15·11	
Frothingham	Yes	12			Boys and girls			12	14·11	15·4	14·2
Gaston	No	3	5	4	Girls		12			15·11	
George Putnam	Yes	5	1	1	Boys and girls			7	14·6	15	13·5
Gibson	Yes	8		1	do			9	15·2	15·7	14·4
Hancock	No		12		Girls		12			14·10	
Harris	Yes	7			Boys and girls			7	14·8	15·2	14·10
Harvard	Yes	13			do			13	15	15·6	14·10
Hillside	No		7		Girls		7			15·5	
Hugh O'Brien	Yes	13			Boys and girls	5	5	3	15·5	15·2	14·4
Hyde	No	2	11		Girls		13			15·8	
Lawrence	Yes	7	7	4	Boys	18			14·6		14·1
Lewis	No	4	8		Boys and girls	6	6		15·2	15·2	14·3
Lincoln		4	1	7	Boys	11			14		13
Lowell	Yes	11	3		Boys and girls	1	1	12	15·1	15·3	14·2
Lyman	Yes	12	1		do			13	15·7	16·2	14·6
Martin	Yes	5	5		do	5			14·8	16·1	14·7
Mather	Yes	8	2		do			10	15·4	15·2	14·8
Minot	Yes	4	3		do			7	15·9	15·2	14·6
Mount Vernon	Yes	5			do			7	15	15	14·10
Norcross	Yes		14		Girls		14			15·3	
Phillips	No	6	0	3	Boys	15			14·11		14·6
Pierce	Yes	4	2		Boys and girls			6	15·1		13·8
Prescott	Yes	10			do			10	15·6	15·2	14·1
Prince	Yes	10			do			10	15·5	16·2	16
Quincy	Yes	2	4	5	Boys	11			14·6		13·9
Rice	Yes	11			do	11			15·5		14·5
Sherwin	Yes	12			do	12			14·11		14·9
Shurtleff			14	1	Girls		14			14·4	
Stoughton	Yes	10			Boys and girls			9	14·11	15·1	14·1
Thomas N. Hart	No	1	8		Boys	8			14·10		14·3
Tileston		2		1	Boys and girls			3	14·7	15·2	13·11
Warren	Yes	13			do			13	15·6	15·7	14·11
Wells	Yes	8	2		Girls		10			15·4	
Winthrop	No		16		do		16			15·4	
Total		421	254	62		208	18	242			

The foregoing table shows:

Masters in favor of coeducation .....

Masters opposed to coeducation .....

Masters undecided or favorable in part .....

Teachers in favor of coeducation .....

Teachers opposed to coeducation .....

Teachers undecided .....

It will be observed by the above that the masters who are opposed to coeducat with but one exception, have charge of either boys or girls alone, while the ex tional master, having boys and girls, has unmixed classes.

SUMMARY.

	In favor.	Opposed.
Supervisors	3	.....
Masters	44	14
Teachers	422	254
Presidents of colleges and professors	12	3
Superintendents	18	1
Reverends	37	9
Physicians	29	10
Total	565	291

Of the 254 teachers opposed to coeducation, 122 are teachers of girls alone and 109 instructors of boys only. They may be considered *ex parte* in their views, and should be ruled out.

It appears that certain opponents of coeducation have, by an acquired interest in teaching boys or girls alone, warped their minds into the belief that the sexes should be separated, while others, through a lack of knowledge which experience gains, conclude theoretically that coeducation is wrong.

To teach boys alone requires far more concentrated energy, will power, and nerve force or tension, than to teach girls, or boys and girls. The only advantage in having the sexes separated may be to give inferior teachers easy positions in girls' schools. This is not intended to indicate inferior teachers in our schools devoted alone to girls, for the masters of such schools are as anxious as any to gain the best teachers the State affords, but it is a fact that certain masters of mixed schools have separated boys from girls in order to aid inferior teachers.

A very large majority of the opinions gained coincide with the views entertained by a majority of your committee. The committee recommend the passage of the following orders:

1. *Ordered*, That the normal school be so arranged that young men may enter and join the young women in the same course of study.
2. *Ordered*, That the boys in the Latin and English high schools, and the girls in the girls' Latin and high schools, be united in mixed classes as soon as practicable.
3. *Ordered*, That the grammar schools in districts where the boys are taught in different buildings from the girls be arranged for mixed classes as speedily as the necessary changes in the buildings will warrant.
4. *Ordered*, That in the grammar-school buildings where boys and girls attend, but where the boys are taught in separate rooms from the girls, the change be made by having mixed classes.
5. *Ordered*, That all newly erected buildings, and buildings to be erected, be arranged for the coeducation of the sexes.

J. P. C. WINSHIP.
EMILY A. FIFIELD.

MINORITY REPORT.

The undersigned, a minority of the special committee on coeducation, unable to agree with the conclusions or to support the recommendations of the majority of the committee, respectfully submits the following report:

It is not deemed necessary by the minority to traverse the whole subject of coeducation of the sexes. The subject has been so fully and frequently discussed in recent years that the opinion of those interested is undoubtedly already formed. Indeed, as to the wisdom or unwisdom of educating together boys and girls, or young women and young men, it does not seem probable to the writer that there will ever be any substantial agreement. It is one of those questions about which there will always be wide differences of opinion, according to personal experiences and the conditions of population in different localities.

It is easy to see that in small and homogeneous communities the conditions are entirely different from those obtaining in large, cosmopolitan cities; and looking at the subject from the point of view of the parent, it is obvious that while in certain localities where the population is homogeneous a parent will unhesitatingly send his children to a mixed school, he would be unwilling to do so if he lived in a community where the conditions of population are quite different.

In small towns and villages economic reasons seem to make mixed schools necessary; but in cities the question of expense in maintaining separate schools for the sexes is not an issue, and in such places it would seem to the minority a manifest injustice to compel a parent to send his children to mixed schools, if he strongly objected to doing so. Unless, therefore, it can be shown that there is a principle at stake—that it is unjust and wrong to separate the sexes—expediency would certainly dictate that the wishes of a very large proportion of this community which does not believe in mixed schools should be respected.

For many years it has been the wise policy of this city to maintain separa- schools for boys and girls after they have passed the primary-school age, except the suburban districts, where for financial reasons the local mixed high schools an some of the mixed grammar schools have been retained; but as it is allowed tha suburban high-school pupils may attend the large city schools where the sexes ar separated, provided the parent so desires, it would seem that our present policy i an eminently fair one, and that it should not be changed, as recommended by th majority of the special committee, unless it can be shown that to separate the sexe is wrong, unjust, and unwise.

Does the report of the majority show this? The statistical evidence of the repor seems to the minority of little worth, for the reason that while a very large proportio of those interested in changing an existing state of affairs is always active to accom plish their object, those who are not in favor of a change seldom take the trouble t defend the *status quo* until they are driven to do so.[1] The minority has made n attempt to collect statistics others than those presented; but he ventures to predic that if such changes as the majority recommend were found to be seriously though of by this board, a flood of remonstrances would be forthcoming, not from othe States and country towns, but from our own educators and from parents of thi city, which would make the majority's statistics seem futile indeed.

Large numbers of letters have been received from teachers in favor of mixe schools chiefly on the grounds that it is easier to maintain discipline when boys an girls are together, and second, that the influence of the sexes is mutually salutary In regard to the first supposed advantage, the minority would reply that a goo teacher has no difficulty in maintaining discipline in separate schools, in witne of which statement attention is directed to the central high and Latin schools this city, in which the sexes are separated. As to the beneficial influence of boy and girls on each other, there is a difference of opinion. That there are certai mutual benefits in the association of the young of opposite sexes, under judicio supervision and under proper conditions, no one can deny; but whether the jud cious supervision and the proper conditions are generally obtainable in publi schools is another question; furthermore, it remains to be shown whether the su posed advantages of association in schools are not by far overbalanced by certai evils of such association.

A favorite argument of those who favor mixed schools is, that as brothers an sisters are brought up together in the same family, boys and girls should not b separated when they go to school. It seems idle to take time to consider this arg ment; it is enough to point out that parents who delight in the brotherly and si terly relations of their own children may naturally prefer to have some choice i their children's associates, and may be unwilling that their sons and daughte should mingle freely in the mixed public schools with children of opposite se There are those who take the position that, as marriage is the ultimate destiny most boys and girls, they ought to be given an opportunity of meeting each oth in early life in order to enable them to understand each other better, and thereby make their choice more intelligently. To all this the writer would reply that th duty of the State is to educate her children in the public schools in the branches common-school education, and not to provide for social intercourse between th sexes, however desirable that may be.

The proper place, in the opinion of the minority, for the young of both sexes meet and to learn to know each other is in the home and in the smaller circles social life, under the eyes of judicious parents and with their approbation. Th responsibility of the maintenance of proper relations between the sexes, then, res where it belongs—with the parents and not with the state. If it is argued tha whether boys and girls attend the same school or not they are sure to meet an associate more or less out of school hours, the natural reply would be that wise pa ents control their children out of school and restrict their associations in accordanc with their own judgment.

It is stated or implied in the majority report that a certain injustice is done girls by not allowing them to attend school with boys. The writer fails to see th truth of this implication; so far as his knowledge of our schools goes the curriculu is the same in all our schools of similar grade, except that girls are taught sewin and cooking, while boys are given lessons in the use of tools. If the implied inju tice consists in withholding from girls the stimulating influence of good boys, l us be thankful that they may thereby escape certain evil influences of bad boys.

That the writer may not be thought to overestimate the possibilities for evil i the mixed school, let him state briefly the result of his personal experience. H passed through all the grades of the public schools and was graduated from th high school in a flourishing suburban town, where the schools were second to nor

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[1] There were sent to physicians, who are largely opposed to coeducation, 165 circular letters inquiry; out of this number replies were received from only forty-eight; so that the majority repo *can hardly be said to correctly represent the opinions of the medical profession.*

in the State, and where the teachers were faithful and judicious. Even in the primary schools, but more especially in grammar and high schools, words and actions came to his notice that no good boy or girl could hear or see without blushing. There were, so far as he knew, no overt acts of positive immorality; but in addition to much foolish flirting and frivolity, there were not infrequent instances of outrageous offense against good manners and morals. It did not appear that any of these offenses could have been prevented by the teachers; but they could not have occurred in schools where the sexes are separated. Passing from this atmosphere it was the writer's happy fortune to enter one of our Boston schools, of which we all are proud, the Boston Latin school. In his three years' experience in that school there was a conspicuous absence of anything of a low or immoral nature, and the contrast with his former experiences was as refreshing as it was startling. Can it, then, be wondered at that when some thirteen years ago it was sought to admit girls to this school the writer united with other alumni and did all in his power to avert such a catastrophe? The minority would certainly not imply that the pupils of our prosperous girls' Latin school could possibly be guilty of any impropriety of conduct if sent to the boys' school; but he wishes to express in the strongest way his belief that schools are places in which to educate the young, that all possibilities of harm should be kept out of them, and that there should be in them no sexual distractions.

There are other objections to teaching the young of both sexes in the same schools besides those based on moral considerations; but the minority does not consider it necessary to dwell upon them. Much could be said of the unwisdom, considering the differing aptitudes and mental attributes of boys and girls, of teaching both sexes after the same methods, even if the studies pursued are identical. Much, too, could be said of the unhealthful rivalries between boys and girls, and of the baneful stimulus to delicate girls to overwork their minds at times when they should be allowed to rest. But enough has been said, it is believed, to show why the undersiged can not support the changes proposed by the majority, and to warrant him in recommending to this board that no action be taken in the direction of coeducation.

CHARLES M. GREEN.

The report embodied also numerous and copious abstracts from replies to the circulars of inquiry; selections from these are cited here and in subsequent pages, though not in the order or position that they occupied in the original document. In making the selections the purpose has been to supplement opinions recently expressed by statements representing different experiments or a wider range of interests. The citations immediately following are (1) from supervising officials, publishers and editors whose observation and experience have not been limited to Boston, and whose opinions have weight throughout the country. (2) Teachers whose opinions have been formed in the immediate conduct of the policies between which choice is to be made. The arguments which the teachers advance are not new, but they are accompanied by professional experiences of greater value than opinions, experiences that teachers seldom attempt to formulate, but which are no where else attainable. (3) Clergymen who are of all men most thoroughly acquainted with social influences and tendencies. (4) Well-known writers on social ethics.

CITATIONS FROM THE BOSTON SCHOOL DOCUMENT.

Opinions of superintendents, supervisors, and teachers.

SUPERVISORS.

I was submaster in the Adams school from 1856 to 1864. At that time, as now, both sexes were educated under the same roof, but not in the same classes. I requested the master (Mr. P. W. Bartlett) to allow me to try the experiment of teaching both in my room. Previous to that date (about 1858–'59) the boys and girls were mixed in the first class only. My request was granted, and the experiment was so successful that soon it was the common practice in other schools. Of late years I have watched the high schools in the outlying districts, where boys and girls study and recite in the same rooms, and I feel sure that the results are very satisfactory. I am heartily in favor of the coeducation in well-disciplined schools.

R. C. METCALF.

I believe in coeducation of boys and girls. The mutual influence is refining and strengthening to both. The natural emulation is a healthy stimulus and motive to study and thought. The moral effect is purifying and elevating, making the relations between them less artificial and giving each a true appreciation of the other, leading to juster comparisons of the sexes and more hearty respect and good will on both sides. Coeducation corrects some of the most troublesome incidents of school discipline and throws increased interest into school work; it also develops symmetrically and naturally the social feelings and cultivates courtesy and helpfulness in all the relations of life.

LOUISA PARSONS HOPKINS.

ANN ARBOR, MICH., *May 5, 1890.*

In our Western schools—grammar and high schools—we know nothing by experience of separate education of the sexes. Our pupils are all treated exactly alike, have the same course of study, the same teachers, recite in the same classes, have the same questions in examination, and participate in the same public exercises.

This is true up to and through the high school.

In the high school there is this degree of separation: The girls have their own "session rooms," presided over by women; and the boys, their own, presided over by men; but in all school work the sexes mingle.

In the junior and senior classes of the high school the pupils have class organizations, partly literary, partly social.

These class organizations make arrangements for occasional class social entertainments, which are held, by invitation, at the homes of class members. No evil seems to develop from any of these interminglings of the boys and girls, while their general influence upon each other seems to be salutary. Especially is the presence of genteel, cultured girls a great benefit to some of the boys, in restraining, softening, humanizing them.

We believe that boys and girls were intended to be brought up together in families, educated together in schools, and yoked together in the same fields of duty and usefulness in the world.

W. S. PERRY,
Superintendent.

PHILADELPHIA, *April 30, 1890.*

In the Philadelphia public schools the sexes are educated separately, not only in the high schools, but, with few exceptions, in every grade of the elementary schools. Public sentiment is, however, gradually changing on this question. My own conviction is that boys and girls can be taught to better advantage in every way together. Experience shows this to be the case, and coeducation is becoming universal throughout this country.

JAS. MACALISTER,
Superintendent.

CLEVELAND, OHIO, *May 2, 1890.*

Formerly the practice in this city was to separate the sexes in all the grades, from the time of entering the school until the pupil left school, except in instances where the smallness of the school rendered it too expensive to so conduct the schools. Pupils of both sexes were obliged to recite together in the same room in the high school, and in many cases were obliged to be placed in the same general session room, the city having but one high school building on each side of the river. No bad effects whatever resulted from this coeducation method, but rather the reverse. As rapidly as the old ideas could be overcome, the coeducation of the boys and girls in all the grades—high, grammar, and primary schools—was introduced. For the last fifteen years at least the coeducation plan has been uniformly followed.

I have no hesitation whatever in commending it to all who are interested in the question, either practically or theoretically. No bad results have followed. On the other hand, there is a better tone and higher moral standard among the pupils.

I shall be pleased to receive a copy of the report of your committee, when printed, if the same is for distribution.

L. W. DAY,
Superintendent.

SAN FRANCISCO, CAL., *May 5, 1890.*

A close observation on my part during a period of now nearly forty years, forcibly convinces me that the coeducation of the sexes is founded in wisdom, and is a very great advantage to both boys and girls.

We have both separate and mixed schools in this city, and my examination leads me to the inference that the latter present advantages not to be had in the former. We have not, either in our grammar or high schools, had occasion to find any cause of complaint upon the part of the pupils, the parents, or the school authorities. Indeed, in our mixed schools we find an improved discipline and a greater zeal in the work. Our boys, subjected to the influence of the gentler sex, become not only more attentive in the prosecution of their work, but very much more gentlemanly in "their walk and conversation;" and our girls less rude and more ladylike.

My own experience as a teacher in all grades of schools and with my own children convinces me that the advantages had in mixed schools are very great, the disadvantages few.

J. M. ANDERSON,
Superintendent.

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CAMBRIDGE, MASS., *May 13, 1890.*

The inclosed report, written by William A. Stearns, who became president of Amherst College, gives an account of the beginning of the coeducation of boys and girls in the Cambridge high school. The arrangement then made of "placing the grammar-school scholars of both sexes in the grammar schools and the high-school scholars of both sexes in the high school" has continued to the present time, and during my connection with the schools of Cambridge, a period of thirty-six years, I have never heard the wisdom of that arrangement questioned.

FRANCIS COGSWELL,
Superintendent.

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Abstract from the report of William A. Stearns, chairman of the school committee of Cambridge, dated March 3, 1846, alluded to above:

"In a wisely-governed school of this description, the manners of the boys are softened and their minds refined, while the girls are placed under that measure of restraint which conduces to self-respect, watchfulness, and dignity of character. Besides, both sexes become acquainted with the good qualities of each other's minds and hearts. The friendships which exist among them are more likely to be founded upon esteem, upon a perception of kindness, of honor, of scholarship, and such like virtues in each other, than when the idea of sex is too carefully kept in view. May not the manifestation of undue solicitude to keep them apart operate by a natural law of association through the imagination to strengthen the evil tendencies deplored? Are there any means more likely to degrade the minds and vulgarize the whole character of either sex than to educate them on principles which exclude all innocent friendships, all mutual regard for the excellencies of each other's characters, all pure affections and civilities, and lead them to the thought that there is nothing attractive in each other's society but just that which is founded on the lowest distinctions of their nature? It seems to us that it is not difficult for a wise and pure-minded instructor to inspire his pupils of both sexes with those high sentiments of propriety; the boys with that sense of honor, that regard for the character of a gentleman, and the obligations of duty; the girls with that delicacy and dignity so natural to the cultivated female spirit, and both with that just appreciation of what is due to their nature, to public sentiment, to the consequences of actions, and to the laws of God, which will not only preserve them from gross immorality, but make their intercourse in some schools like that of brothers and sisters in the same family, alike purifying and ennobling.

"The extreme solicitude of some to keep up this kind of separation reminds us of a circumstance which actually occurred in one of our country towns some twenty years ago. In a large center school, as occasional glances were sometimes thrown across the aisle, it was seriously proposed by a most excellent citizen that 'a squinting-board' should be erected between the boys' and girls' side of the house, to prevent any 'casting of sheep's eyes,' to the detriment of the morals of the school. What wise parent would be willing to send his children to a school, in which a squinting board should not only separate brothers and sisters, and shut out from the two sexes the cheerful light of each other's countenances, but perpetually remind them that there is something degrading, something vulgarizing, something to be ashamed of in associating together, and even in looking at each other.

"Besides if children can not be trusted together amid all the restraints and preserving influences of a well-governed school, if they can not be taught to live together like brothers and 'sisters with all purity,' in the name of common sense what is to become of them when thrown out into society?

"In the opinion of those who attended the late examination, the school has never been doing better, at least for several years past, than it is at the present time."

SPRINGFIELD, MASS., *April 28, 1890.*

I have always been in favor of such coeducation; and whilst I have had supervision of schools in which the sexes were kept separate, from the primary schools up through the high schools, I have not seen any good reason for changing my views on the subject.

I have observed in schools where the sexes are educated together, as is the case in this city, that they have a mutually beneficial influence upon each other. I have not found any evils of a serious character at all to result from such association in school.

I have further observed in places in which the sexes were separate, that such separation in school had the effect of leading to evils in other unavoidable associations on the street and on social occasions; evils which, but for this artificial separation in school, I believe would not have existed. I believe that what objections there have arisen in certain localities to coeducation are due to evils which are not due so much to the effect of coeducation, as they are due to the fact that there are weak teachers in the schools who have not the power to create either a stimulating, intellectual, or a wholesome moral atmosphere in the school. Wherever the separation of sexes appeared to be a necessity I have found weak teachers and poor schools in general. I believe that they are related as cause and effect.

THOMAS M. BALLIET,
Superintendent.

BOSTON, MASS., *August 19, 1890.*

The coeducation of the sexes in our public schools is no longer an experiment. It has passed beyond the domain of experiment into that of well-established results.

Its practical working, and its effect upon the manners, the mind, and the morals of pupils have been tested under so many conditions, that it is no longer difficult to find data from which to draw conclusions regarding its value.

It is true that different minds, using the same data, may differ honestly in regard to the effect of coeducation upon character; but as to its effects upon mind, manners, and morals, which are to be judged by their outward manifestations, we may expect that a fair degree of harmony will exist among observing and discriminating teachers.

My opportunity for gathering data upon this subject has been quite extensive, as, with the exception of the four years passed in college, my entire life has been in schools where both sexes have been brought together. These have been academies made up of young men and women of widely varying ages and conditions, high schools and union schools, embracing pupils of all degrees of advancement and every phase of social life and character. I have also been familiar with a large number of normal schools and universities of the Middle and Western States in which the sexes have been associated from their origin. With this opportunity to study the subject, I may not seem bold if I express a decided opinion upon the results of coeducation.

Few have failed to recognize the reciprocal relation of the sexes, a mutual desire to stand well in the esteem of each other. This often shows itself in an earnest rivalry, a quite determined though genial competition which stimulates to mental activity without provoking animosity, especially to that degree likely to exist among those of the same sex. The complementary character of the sexes is an important factor in their education when allowed to exert itself in their mutual association. It is the law of nature the world over, that the contiguity of opposites stimulates to activity. Opposite magnetisms attract, opposite minds arouse in each other dormant forces. Complementary parts brought together form the unit—the perfect whole. The family is the unit in society, because it has all the parts to make up the unit. The school is a unit only when it has both sexes. The family is best trained that has the training of both father and mother. The daughter gains her most symmetrical growth only in the presence of a brother, and the brother only in the gentler influences of the sister.

That school is best taught and disciplined which combines in its teaching force the intellect and character of both sexes. It would seem that teachers, who are students as well as teachers, of the minds under their charge, must have observed the operation of this law. Young women develop better intellectually in the presence of young men, and the contrary is equally true; and what is true of young men and women is true of the boy and girl down to an early age. Their minds may not be different, but there are subtle forces at work that are different. Nobody sees how the sunlight does its work upon the plant, but he does see that the plant grows, and that sunlight is necessary to its growth. Nobody sees how the mental forces of one person enter into and do their work upon the nature of another, but he sees that there is such a work wrought.

The practical results in Cornell University, Syracuse University, the University of Michigan, and most of the other universities and normal schools outside of New England, demonstrate the value of coeducation. They show that young women do better work in the mixed schools than in those devoted simply to female education. More of them reach a high degree of proficiency. The notable cases that have come from the university annexes indicate the value of contiguous study of the two sexes.

What has been said of its effect upon mind can be said with equal truth regarding morals.

The constant mingling of the sexes in recitation, the measuring of themselves one with another intellectually, begets a self-respect, a circumspection of conduct, that protects against undue intimacy, and is a safeguard to the young women as it is a barrier to young men. Respect of one party for the ability of the other compels respectful conduct on the part of both.

Manners are so much an outgrowth of moral feeling that where a high state of moral culture exists, other things being equal, we expect to find a corresponding high condition of refinement of manners. The favorable effect upon young men and boys will not be questioned. Their manners are improved, and there are fewer instances of the ancient barbarisms of college life. Female society throws around them its restraints, imposes its obligations, and compels a propriety and refinement of conduct not so prevalent in male schools. As a matter of course the government of such schools is easier, their morals higher, and the *esprit de corps* more elevating. The forces of society are combined and act together, and, as a consequence, more satisfactory results are obtained. And while character is subtle—a something that can not be handled or seen—it stands to reason that a fuller and more symmetrical development will be secured when all the forces of social life are in harmonious action, than when any single element is wanting, and that better men and better women will be the outcome of our educational work.

W. C. GINN,
Late Superintendent of Schools, Hillsdale, Mich.

EDITORIAL ROOMS,
NEW ENGLAND PUBLISHING COMPANY,
3 Somerset street, Boston, September 6, 1890.

I have twice written you in reply, but have repudiated both. The simple fact is that it is a line of school thought to which I have given little attention. My thought has been largely focused upon the other ways and means. I do not see any principle involved that experience sustains. I have always said that, theoretically, boys and girls in all grades at all ages should be at school together, but in experience I do not see that it makes any difference in the hands of a first-class teacher. The Dwight school and the Gaston are as good schools as I know in the country. I do not see how they could be much improved if they were "boys and girls'" schools.

I would never open a new school that was not mixed, but I see no call for a readjustment of the schools.

A. E. WINSHIP.

TEACHERS.

NORMAL AND HIGH SCHOOLS.

NORMAL SCHOOL, *Boston, May 5, 1890.*

I think all the teachers in the normal school agree with me in the opinion that it would improve the training school as such to introduce girls. It would give the normal pupils an opportunity to observe the modes of discipline adapted to both boys and girls in a grammar school. Whether the change is practicable at the present time I am not prepared to say.

I should be in favor of having boys and girls in all grammar schools if there were schools in which the more vicious boys were required to attend. It is a serious question how far it is our duty to assist the vicious by association with the good.

I am pretty well satisfied in my own mind that the discipline of a school is made easier by the presence of both sexes.

LARKIN DUNTON.

BOYS' LATIN SCHOOL, *Boston, June 6, 1890.*

On general principles and under ordinary circumstances I am not opposed to the coeducation of the sexes. I am opposed to it in the Latin school.

Several years ago a protracted and exhaustive hearing was given by the school board on this very question, so far as the Latin school is concerned. A happy solution of the question, as it has always seemed to me, was made by the school board in the establishment of a separate school for girls.

The boys' Latin school is large enough already. The schoolhouse is constructed for boys alone. Some of the work in the Latin school seems better adapted for boys than for girls. I have always had considerable sympathy with the objectors to the coeducation of the sexes in a classical course of instruction, though I do not consider their reasons as conclusive. Under the present peculiar and favorable condition of the two Latin schools in this city, I should consider it unfortunute to have them united.

Three teachers are in favor and eleven are opposed to the coeducation of the sexes. I understand that this expression of the teachers' opinion is, in most cases, if not all, confined to coeducation in the Latin school, and not to the question in its general application.

MOSES MERRILL.

GIRLS' HIGH AND LATIN SCHOOLS, *Boston, April 25, 1890.*

To my mind coeducation in secondary schools is largely a question of balancing advantages against disadvantages, and so is to be viewed with favor or disfavor according to the local conditions under which it is tried. In towns and small cities having a substantially homogeneous population, coeducation works well in the main; for there the conditions approach in simplicity the conditions of family or neighborhood life. In large cities, however, the case is different. There the population is not homogeneous, the families represented in the school are not known to one another, the numbers brought together in a single school are much larger, and the proportion of coarse natures among the pupils is apt to be somewhat greater. All this tends to make the question of morals and manners a more complicated one; and it is upon morals and manners—in other words, on the formation of character—thatthe question of mixed or separate classes, as it seems to me, chiefly turns.

Now, evils in the domain of morals, though perhaps they occur no oftener in mixed than in separate schools, are more serious when they do occur there. As such evils can be dealt with more directly, more quietly, and with a nicer adaptation of means to ends in separate than in mixed schools, I am inclined to think that for large cities like Boston the former are to be preferred.

I am confident that, in such subjects as physics and civil government, boys are more appreciative, more alert, and more responsive than girls, and the latter would unquestionably derive great benefit from association with the boys in the study of these subjects.

In schools established for boys exclusively, the teachers seem to feel under the necessity of resorting to artificial means of stimulating their pupils to industry; whereas, in schools established for girls exclusively, artificial pressure is not only not helpful, but is positively injurious. It is difficult for me to believe that the sex which needs spurring and the sex which needs curbing should be trained together.

Miss Shaw and Miss Foster, also three other teachers in our school, express their opinion that girls become intellectually more alert, and less passively receptive, when associated with boys in the same classes, than when taught by themselves. Neither Mr. Thurber nor Mr. Williston makes this observation, and I should not have thought of doing so myself as the result of my personal experience. As the result of my observation, however, I recognize the statement as true. This leads me to say that, other things being equal, I am inclined to think that girls are somewhat more responsive to the teaching of men than to the teaching of women.

JOHN TETLOW.

GIRLS' HIGH SCHOOL, *Boston, April 24, 1890.*

I have had long experience in schools for the separate sexes and also in mixed schools. My opinion is decided, that the advantages are, on the whole, on the side of the separation of the sexes in upper schools.

The tastes, the natural tendencies, the ways of receiving the subjects of instruction, the prospects of employment hereafter, all differ in the two sexes, and, whether he is aware of it or not, the teacher's methods take a coloring from his environment and adapt themselves to the circumstances of the case, with wholesome results, so far as this is possible. Many things in high-school teaching take their shape from the conditions as determined by sex. Only as teaching grows mechanical does it come to concern itself less with individual and sexual characteristics. It is a great gain in any school when it can be so organized as to make the classes homogeneous in all the respects that determine the ways and means of instruction. It is an economy not to have to consider the boys and the girls as needing somewhat different, but parallel, treatment in the same classes.

Girls grow more reserved when boys are present, as do boys when girls are present. Something of naturalness has to be sacrificed when the sexes are mixed in secondary schools. I am sure that many of the topics which girls choose to write their compositions about, they would never take if they thought their exercises were to be heard by young men. They are tolerably free to write on domestic employments, cooking, sewing, kindergartening, and other such topics—the topics that really interest them. Were boys in the classes, the girls would grow altogether conventional, and write without real personal interest, but only with the aim of avoiding the fate of becoming the objects of a smile.

S. THURBER.

CHARLESTOWN HIGH SCHOOL, *May 5, 1890.*

I am in favor of mixed classes.

My experience covers about twenty-one years in Boston schools, about equally divided between boys' classes and mixed classes.

This experience has convinced me that in mixed classes a better degree of scholarship can be maintained, and that the discipline is better, more wholesome, and higher in tone.

The life and spirit of a well-conducted mixed class is simply delightful to me, and there is the same satisfaction to me in the gentlemanly and lady like bearing of the pupils to each other, that I derive from the society of ladies and gentlemen in the world outside of school.

I believe in mixed classes, because I believe in mixed teachers.

I do not subscribe to the sentiment that teachers should all be men.

Some of the best teachers I have ever known are women, and aside from their ability to teach, they exercise a most excellent influence.

I am sure that boys and girls of the age of high-school pupils need the higher lessons of character, of noble sentiment, of unselfish service which women are quite as ready to give, in their lives, as men.

As I look back over my boy-life, I remember with gratitude the great influence of certain women as decided, as energizing, as directing, as that of any men who guided and assisted me; and I like to believe that in youth nature is much the same now that it was then.

J. O. NORRIS.

DORCHESTER HIGH SCHOOL, *May 5, 1890.*

I am a decided believer in a commingling of the sexes in high schools. As to grammar schools, I have had no experience to which I can appeal, and hence have no opinion worth quoting.

My observations are based upon a service of fifteen years in the English High School with boys alone, and some six years with mixed schools mostly in East Boston and here. At the end of my term of service in the English High, if I had any opinions, they were, as to boys at least, in favor of separation. During these latter years, however, it has become increasingly clear to me that the work done and the faithfulness shown by the girls is on the average much superior to those of the boys. Now, this is not only a stimulus to the latter, but it sets a standard which is constantly on hand, to be appealed to by way either of rebuke or inspiration, while it silently exerts a leavening influence. Of course I am repeating only the truisms of the subject when I say that the association of young men and women tends to tone down many of the roughnesses of boys, to produce a refinement in manners, and, unconsciously to them perhaps, exerts a restraint valuable in its effects. These

very effects have come under my direct observation as a teacher, while I recall same influences as a boy myself in school.

Moreover, I am sure that it is easier to maintain a proper degree of discipl— with a commingling of the sexes.

The influence of the girls is almost always on the side of good order. I rec— instances where the boys have scarcely dared to commit acts which alone they wou— not have hesitated to do, because the girls emphatically frowned upon them. T— excellent influence exists not only in the intercourse of the school session, but — those "off" periods such as recess and before and after school.

The benefit does not come wholly to the boys, however. In some lines the knowl— edge of the latter excels, particularly in practical matters such as mechanics an— civil government, and frequently this tells in the class-room. That a certain man — liness and a smaller begetting of prudishness results in the girls I am quite sure. Perhaps, recollecting the faithfulness of the girls and, possibly, their fewer distrac— tions alone, they might go over more ground in text-books. Whether any better o— healthier work would be done is fairly open to question. With girls alone I have no experience, and any opinion I may have is based on *a priori* consideration.

I have never as yet been so unfortunate as to undergo any of those sinister expe— riences which have not been unknown in mixed schools, and so the optimism of my opinions is not dampened.

The sentiments also of all the teachers in this school have been sought, and on the main question harmonize with mine.

CHAS. J. LINCOLN.

GRAMMAR SCHOOLS.

JOHN A. ANDREW SCHOOL, *May 5, 1890.*

This has been a mixed school from the beginning, but until within a few years the sexes have not been together in the same rooms except in the first class. From time to time the number of mixed classes has been increased, and the results have been such as to lead me to believe that coeducation is better, at least in the grammar schools. It follows the ordinary structure of the family and society, and is the way that three-fourths of all children are educated.

In rural communities, from necessity this has been the custom, and certainly in morals, manners, and intellect the country child is the equal of the city child. It is confirmed by the habits and customs of daily life; they are together at home and out of school, and should be taught together in school. To educate separately is to change the order of nature.

My experience tells me that it is best for the harmonious development of both sexes. In mixed classes each sex exercises a healthy restraint upon the other. Girls admire a manly boy and boys a womanly girl. And "What the child admires, the youth endeavors, and the man acquires." Mean actions, which with either sex alone might be applauded, would be frowned upon in a class of both sexes, and not repeated. Thus the influence of each sex upon the other is healthful. Good discipline comes from evolution, not repression. Self-control is the key to success in school as in life. Coeducation begets self-control.

To state briefly, coeducation is best because it is natural; it gives each sex the same opportunities; it cultivates the best in each; it develops self-control; it gives a more harmonious development.

J. M. DILL.

BOWDOIN SCHOOL, *April 28, 1890.*

I am decidedly in favor of mixed classes.

Because the family is a "mixed class."

Beause each sex is a restraint upon the other, and in the right direction.

Because the moral tone is higher when the sexes are together.

Because knowledge will be gained in mutual daily work, which may be of great use in forming life unions.

Because boys are awakened, refined, and given better ideals by coming into contact with the opposite sex under the watch and care of high-minded teachers. Especially will this be true if these teachers are of both sexes. I have long felt that an exchange of teachers should take place between the girls' high and Latin schools, and the English high and public Latin schools.

Because girls need to come into contact, during the formative period of their minds, with good, strong male teachers, in order to have a more complete development. The influence of a superior woman or man, acting alone upon the minds of

youth, can give but a partial development of character. If both exert their influence during the same period, the most comprehensive and beneficial results will follow.

In short, I would say the boys and girls would have higher ideals, would be more refined, more easily moved by sentiments of honor and respect, and would gain a more intelligent understanding of each other, which might be of great use in after life.

As our teachers do not seem inclined to write out their opinions, I venture to add some opinions of my first class girls.

About two-fifths of them have been in mixed classes. All of these, with one exception, think mixed schools are the best. The girl who did not agree said she went to school in the country where teachers were changed every term nearly, and the boys had things their own way. The girls, as a whole, are in favor of mixed classes. Only four voted in favor of keeping the sexes apart. Without asking leading questions, these statements were made in favor of coeducation. The girls would try harder to get ahead of the boys. The boys and girls would be a restraint upon each other. Both would come cleaner, neater, and be more refined. One girl, who has not been excellent in deportment all the year, said she would behave better because her brother would report her at home, etc.

Of course you will take these opinions for what they are worth. They were given with as much dignity and soberness as could be expected from young persons. I consider them weighty, though not conclusive.

It seems to me that if children are to be separated, it should be done before and after school first. This would seem more reasonable, because while in school they are under the care of teachers who can restrain any improprieties. Besides, when engaged in school work their minds are withdrawn from sex distinctions.

This battle concerning coeducation has already been fought out in Charlestown. It was fought a long time ago, when there were three grammar schools, one only being mixed. It was settled by putting both sexes in the other two. During my long residence in that part of the city I have never heard from any parent the wish, even, expressed that a return might be made to the old plan.

These opinions are based on knowledge and experience gained outside of Boston in all grades of schools, from the ungraded country school to the well-graded city high school. Since I came to Boston I have taught two and a half years in a large boys' school, twelve and a half in a mixed school, and four years nearly in the Bowdoin, which I am sorry to say has no boys.

I have six children in the public schools of Boston, and I want them all to have the benefits of coeducation.

ALONZO MESERVE.

BUNKER HILL SCHOOL.

It is natural for children to grow up together, and up to a certain age, say about 13 years (or indeed so long as it is thought advisable to teach boys and girls precisely the same subjects), I think mixed classes preferable, especially in schools where there is no great difference in the moral standard of the pupils. But when the time comes in the age of children, as I think it should come, that subjects are taught with some reference to their future employment, I think separate classes are preferable, in order to accomplish more (better results) in the same time.

The committee has already recognized, in part, this difference in the needs of the sexes, by providing a course of sewing and cooking for the girls, and another one in carpentry, etc., for the boys. I would go somewhat further in this direction. I would make a difference in drawing, working in a less mechanical and more artistic course for girls than for the boys. So in physics and arithmetic. The practical needs of the housekeeper are unlike those of the mechanic and builder, and while general principles should be taught to each, the illustrations and applications should be largely adapted to future requirements.

SAMUEL J. BULLOCK.

GASTON SCHOOL, *April 22, 1890.*

I am not in favor of mixed classes.

I have taught in mixed schools, in schools for boys only, and for the last year in a school for girls.

After leaving a mixed school and taking charge of a boys' school, I soon became convinced that the boys were more studious, more interested in their work, and made greater progress than they did when in competition with girls.

I was so well satisfied of the correctness of my conclusions, that when I came to Boston as submaster of the Bigelow school, I very soon asked the privilege of having boys only, and graduating them, leaving the girls to be instructed by themselves.

My request was granted, and the boys immediately took equal rank with the girls, receiving—because they had earned them—as many medals at graduation as the girls; whereas never before had they taken more than half as many.

The Lawrence and Lincoln schools soon separated the sexes in the same manner, with the same good results.

The girls continued to do as well as before, thereby losing nothing scholastically, while the boys made great gain.

I have been a careful student of the subject, in regard to the effect on boys morally, and I have failed to discover that the separation was in any degree demoralizing, or that the boys were not as refined and gentlemanly as when taught in the same classes with girls.

These opinions are confirmed by a twenty years' mastership of a boys' school.

I have not been in a girls' school long enough to have as definite opinions of the effect of separation upon girls, but as far as I can see they do not suffer in any respect by the separation.

THOS. H. BARNES.

HYDE SCHOOL, *April 23, 1890.*

After fifteen years' experience as a teacher of mixed classes in high and grammar schools, and a longer experience in schools in which in the sexes were taught separately, I am of opinion that, on the whole, it is better in high and grammar schools, in large cities, that the boys and girls be educated in separate schools.

This has been the policy of the school board for many years.

Our so-called mixed grammar schools have been two schools, one of boys and one of girls, in the same building.

Rarely have boys and girls in large schools been taught together in the same room.

Boys, as a rule, have graduated younger than girls.

Girls give four hours a week to cooking and sewing in some classes. Many wise persons think more time should be given in school to fit girls for the peculiar duties of their station.

They should not be disciplined or taught as if they were boys.

They should not be subject to pressure such as is often good for boys.

Important hygienic instruction can be given to girls or boys alone; nay, should often be given.

The average mother fails, at the vital point, properly to instruct her daughter; therefore the teacher must not fail.

Some sins against the body are crimes against the coming generations.

If these sins are committed ignorantly, the results follow.

A mixed school of young people in their teens must be a nursery of ignorance as to some essential truths.

I think more and better intellectual work is done in schools where the sexes are taught separately, and with less friction.

S. C. STONE.

LINCOLN SCHOOL, *April 22, 1890.*

Having tried both mixed and separate schools, I am still in doubt as to which is better.

In the Lowell School I had boys and girls in the second class for two years, and then asked Mr. Jones to let me have only boys, which he did.

My reason for asking for the change was that it seemed to me that the boys were somewhat cowed down in the presence of the girls and would not talk out as freely as when alone. Some of the quiet girls seemed to be afraid, too. I found the change profitable. The boys when alone would discuss a subject, expressing their opinions more freely, where they had before confined themselves to facts simply. They seemed to grow more manly and independent. As a rule, I think boys in a boys' school are more manly in many ways than in mixed schools.

But mixed schools make discipline easier than boys' schools and harder than girls' schools. So that point balances itself. In a moral view, I do not believe it makes any difference, except in a few individual cases.

M. P. WHITE.

LOWELL SCHOOL, *April 22, 1890.*

For fifteen years I was principal of the Comins School, where the sexes were in separate rooms. In this school, seventeen years, we have had mixed classes. My experience leads me to pronounce in favor of mixed classes, for the following reasons:

1. The weak points in the character of the pupils of either sex are corrected by the presence of the other.
2. The character of the boy is refined; that of the girl strengthened.
3. The rudeness of the boy and the frivolity of the girl are restrained, and the manners in both are elevated.
4. There is no good reason why the good effects that flow from the mutual influence of mingling the sexes in the family circle should not be looked for when we imitate nature in the school.
5. There is no longer any doubt of their being able to go on together with the same work.
6. I feel sure that the suspicion which some have, that the character and manners of each may be injuriously affected, is not worthy of a moment's thought.
7. The members of a family going to the same school, having the same master, and being governed by the same discipline, tend to peace and good feeling by all concerned.

DANIEL W. JONES.

We subscribe to the above.

EDWARD P. SHERBURNE.
ELIZA C. FISHER.

WINTHROP SCHOOL, *April 21, 1890.*

I am not in favor of mixed classes. As society is constituted in our cities, there are necessarily many children in our schools who are ignorant of the amenities of life, and others who are wholly indifferent concerning them. It is better that such pupils should be associated in classes with others of their own sex, in order that the improprieties of conduct may not demoralize the opposite.

The citizens in general can have no conception of the manner in which many, many of the children live, whole families crowded together contrary to the laws of decency, so that the gross immoralities of the community become subjects familiar to the sight, and thus those witnessing them lose, in a great degree, the idea of their enormity. Things have transpired in my primary schools, even, that have led me, when possible, to separate the sexes in the upper class. The argument that both sexes are reared together in the family loses its force when the family is made up of hundreds of children from as many different homes.

My own experience when my children were in a mixed school greatly strengthened my convictions on the subject.

Teachers for a boys' school, peculiarly adapted to the work, would often be less successful with the other sex, and *vice versa*. In the proper conduct of a school lies the great success of the instructor. The teacher's ways must be agreeable to the pupils, their ideas must be in harmony in order to accomplish the best results, and I am thoroughly convinced that but very few teachers can be equally adapted to both sexes.

Instruction in sewing and in manual training generally can be better arranged when the school is made up of one sex; and so with physical exercises, boys would enjoy and profit by many movements less suitable for girls.

Young girls should not be subjected to the sight of corporal punishment as inflicted upon boys in mixed schools. I think parents are often deterred from sending daughters (or should be) to the public schools on account of the punishment witnessed there.

The personal preferences of boys and girls for each other, and the intercourse to which it leads, are detrimental to close attention to study.

I spent eight years as usher and submaster in the Mayhew school for boys, and, therefore, do not speak exclusively from the standpoint of a girls' school.

ROBERT SWAN.

CLERGYMEN.

ROXBURY, *May 30, 1890.*

I have been for many years one of the trustees of Antioch College, in Ohio. The system of the coeducation of the sexes was introduced in that college at its foundation, and has been continued ever since. I do not think that any person acquainted with the college would wish to change it. This seems to me a fair instance for your

purpose, because a large part of the students in this institution are connected with a preparatory school, which receives pupils at about the age of those who would attend high schools here.

As is very well known to you, the practice of all the towns in the Commonwealth, excepting Boston, has always been to receive pupils of both sexes, whatever their age. The old country academies thought of no other system, and are all organized on that basis.

I wish somebody would say why the Boston schools were ever organized on any other basis. I have paid a good deal of attention to our daily school education here, and I never knew. This is, however, certain, that Boston is the exception to the policy and habit of the Commonwealth for two hundred and fifty years.

EDWARD EVERETT HALE.

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JAMAICA PLAIN, *June 3, 1890.*

In my opinion the "coeducation of boys and girls in high and grammar schools is a good thing for the boys and not harmful to girls. Most boys have much of the barbaric in them. The presence of and association with girls helps to humanize and civilize them. So far as the mere acquisition of knowledge and intellectual development are concerned, I do not think it makes any difference whether boys and girls are associated or separated.

Yet, of course, the acquisition of knowledge and intellectual development are not the only things for which our schools are maintained. We want our boys to grow up gentlemen. The society and presence of girls is a powerful means to this end.

As regards the attraction which each sex has for the other, which, I take it, is the supposed source of the evil that may arise from the coeducation of the sexes, I think the separation of the sexes has a tendency to lead to the very evils it is supposed to guard against.

As a boy and youth I was in both kinds of schools, and that is my judgment of the two systems.

The male sex, whether young or old, is greatly benefited by association with the female sex; and so society as a whole is benefited. And to be a benefit to the body politic is, I take it, one purpose of the public schools. One of the most public sources of the degradation of Oriental countries is the separation of the sexes.

I was three years in the army during our civil war, and could not help noting the baneful effect upon men of separation from the influence of women. There was a marked tendency to retrogade in all that has to do with refinement and the finer elements of our nature.

Thus, you see, I believe in the coeducation of the sexes, for the sake of the boys.

I hold that it is in many ways helpful to girls; but not in such marked degree as to boys.

S. N. SHEWMAN,
Rector St. John's Church.

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61 CUSHING AVENUE, *Boston, April 29, 1890.*

I am not aware that any institution that has tried coeducation has ever abandoned it. I believe that in every case the results have been favorable.

For ten years I had the superintendence of the schools of a large town, so that I can speak from experience.

There seems to be no more reason for an arbitrary separation of the sexes during school life than during the period before and after it. They are together in the family and mingle in society, not only without harm, but to their mutual advantage. In the nature of things, boys and girls should be trained up together, since they are to live together as men and women, and need to be taught their true relationship. Separate schools for boys and girls are relics of a monastic age, when women were regarded as inferior beings. But in our day it is proved that woman has the capacity for the highest culture and ability to engage successfully in the various affairs of life. The sphere of woman has so enlarged that many avocations that formerly were held exclusively by men are now open to women, and women are pursuing them with success. Hence women, as well as men, need a broad and high education.

But whilst coeducation offers equal advantages to both sexes, it does not compel a dead level of uniformity. Eclecticism is now dominant in the higher schools of learning. This elective system affords ample scope for choice of studies to meet the special needs of women.

I am confident that the objection made to coeducation on moral grounds has been proved to be groundless.

The testimony from the schools where coeducation has been practiced is to the effect, that not only no harm comes from the mingling of boys and girls in the classroom, but that the results are positively good. Personal observation has led me to

the conviction that coeducation is better for mind and morals than education of the sexes in schools apart. There is less rowdyism and more earnestness among boys, and less unlady-like conduct and fewer escapades among girls, in mixed than in separate schools. There is danger for the young of both sexes anywhere, but there is nothing gained and much lost by their separation in the class room. There one is both a stimulus and a restraint on the other. Jean Paul says, "To insure modesty I would advise the educating of the sexes together. But I will guarantee nothing where girls are alone; and still less where boys are alone." Coeducation means a development of life into manly and womanly completeness.

R. J. ADAMS, D. D.,
Pastor Stoughton street Baptist Church.

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92 SEAVER STREET, *Roxbury, April 29, 1890.*

I. It is a great stimulus to intellectual endeavor, promoting an ambition for successful scholarship.

II. It is also a very powerful inducement to the cultivation of habits of personal neatness, to a creditable demeanor and general refinement of manners. The very disparities of household training manifest in a public school are so exhibited in the school room where the prevailing mode of mind among the pupils is more observant and ambitious than elsewhere, that they powerfully plead for the better examples, and thus tend more to refine than to degrade.

III. Such effects greatly aid the discipline and promote the general success of the school.

IV. The evils incident to the inevitable association in life of weak or ill-regulated young persons of different sex would seem to be in a measure guarded against and held in check when that association is largely within the range of educational relations, and is thus necessarily in a good degree guided by their elevating influences.

A. H. PLUMB,
Pastor Walnut Avenue Congregational Church.

FIRST BAPTIST CHURCH, COMMONWEALTH AVENUE,
Boston, Mass., April 29, 1890.

I know of no valid reason why coeducation should not be a universal and permanent feature of our common-school system. The separation of the sexes is detrimental to both. It belongs to the very essence of free government and a Christian civilization that the sexes should be mutually respectful and mutually helpful (with proper supervision a school may be as innocent as a home), and this they can be only through a proper education together. The world moves forward, not backward. Coeducation is increasing in the higher institutions of learning. The coeducation ought to begin in the grammar school, and continue. Life is a coeducational school.

I did not know that the question of coeducation was any longer debatable, at least as far as regards the earlier stages of education.

PHILIP S. MOXOM.

I was so educated; I believe it to be the better plan; it has a tendency to take from the boys roughness and coarseness, and cultivate more gentlemanly deportment.

In literary pursuits I can not see that anything is lost.

I am decidedly in favor of coeducation of the sexes. I had an experience of seven years, and that was the order then.

The best class I ever had in Sunday school was a mixed class, and secured the best attendance and a more thorough knowledge of the lesson.

C. H. BROWN.
Superintendent B Avenue Baptist Sunday School.

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57 RUTLAND STREET, *Boston, Mass., April 29, 1890.*

I unhesitatingly record myself as in favor of coeducation of the sexes. I have two daughters in attendance upon the Everett School, and a young son in the Rutland Street primary department. I do not know that coeducation is important so far as the girls are concerned, but believe it to be of incalculable advantage to the boys. And yet I am persuaded it is better even for the girls.

WM. NAST BRODBECK,
Pastor of Tremont Street M. E. Church.

109 COLUMBIA STREET, *Dorchester, May 5, 1890.*

I am a firm believer in coeducation of the sexes, in all grades from the kindergarten to the university, also in professional schools. I am unable to understand why, in our educational institutions, we should adopt a principle of separating the sexes which does not obtain anywhere else in life. It seems to me that beneficial effects only are seen where the sexes are together, as in Cornell University, Ann Arbor, and the Meadville, Pa., Theological School.

GEORGE H. YOUNG,
Pastor New South Church.

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BOSTON, *May 13, 1890.*

I am entirely in favor of the coeducation of boys and girls in both grammar schools and high schools.

In the West, where the first seven years of my life in America were passed, such coeducation was, I think, universal, and it was what I there saw of it which impressed it upon my mind as the best plan. It was a new thing to me, for, in England, coeducation beyond the infant school is almost unknown.

BROOKE HERFORD,
Arlington Street Church.

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SOUTH BOSTON, *May 13, 1890.*

I am in sympathy with the plan of coeducation of the sexes.

1. It is the plan of nature in the family. Boys and girls in the family together are a great blessing.

2. I know how it worked at Antioch College, Ohio, where my father-in-law (a conservative) was president for seven years.

He was a convert, I know (Rev. Dr. George W. Hosmer).

3. I think more refinement of manners possible where boys and girls are in the same room and in the same recitations.

We are too sensitive about the influence of social contact. Nature in the young (as a rule) promotes purity of manner, where all the conditions are elevating. Intellectual training in itself develops moral perception too.

WILLIAM H. SAVARY,
Minister of Unity Chapel.

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CHARLESTON, *May 14, 1890.*

I think, on reflection, that the question of coeducation of the sexes in high and grammar schools admits of a variety of answers, according to conditions.

1. Age of pupils: Up to ten or twelve years of age, children may safely and profitably be educated together. Whether in city or country, in bad or good neighborhoods, the benefit outweighs possible danger (always excepting the worst localities).

I would keep the children together in grammar schools as long as the teachers think it best to do so, always seating boys and girls apart, but mixing them in recitations according to scholarship.

2. In bad quarters of a city (where the state of moral and social life is low), when the pupils need much discipline, boys and girls may wisely be wholly separated in schools; also when some more respectable children are in the school.

3. In high schools: (*a*) If a school is quite limited in numbers let the sexes study, recite, come, and go together. High schools generally draw pupils from the better classes of the people. (*b*) In large high schools the two sexes are better apart; each in a school by itself.

Because (1) supervision on so many pupils is more difficult.

(2) With each sex by itself, discipline can be better enforced when pupils are numerous, and study will be less interrupted.

(3) Emulation is sufficient when many are together without the additional stimulus of sex rivalry which, in a smaller school, keeps up the standard to some extent.

(4) In large schools more danger of the influence of reckless pupils and teachers have less personal influence on individuals.

4. The teachers can tell better than anyone else whether the conditions in any given school are favorable or unfavorable to coeducation. It is a subject on which general conclusions are theoretical rather than practical.

5. Separate college education by all means.

A. S. TWOMBLY,
Pastor Winthrop Church.

ADDENDA.—Sex susceptibility affects students less than many suppose, when they are kept hard at work in schools.

Boys and girls are generally shy of each other (except among the lower classes) between 14 and 19 years of age. Youths at that age segregate by sex. The question of coeducation at that period is more concerning its influence on effective study than as a matter of moral and social expediency.

38 DARTMOUTH STREET, *Boston, April 29, 1890.*

My opinion is not favorable to the coeducation of the sexes in our grammar and high schools. Admitting its possible intellectual stimulus, I deprecate its effect upon morals. The objection does not hold with reference to coeducation in our colleges and universities any more than to our primary schools, but only to that class of our youth presumably between the ages of 13 and 17. Of course I concede exceptions to the rule, but, speaking in general terms, observation and experience would lead me to negative such a proposition as the one suggested.

JAMES M. GRAY,
Rector First Reformed Episcopal Church.

BOSTON, *May 2, 1890.*

In looking over the history of education it would seem that the coeducation of the sexes was a method which had been tried and discarded, and had long since passed out of the region of speculation.

The stimulative influence of the competition created, which is claimed in its favor as one of its greatest advantages, can be shown, I think (though producing brilliant passing effects), to be the cause of most disastrous final results. Competition in all directions is proving itself a most pernicious influence, and is being dropped from the highest methods of dealing in all departments of life.

But nature seems to have answered the question for you most conclusively.

Education is for two purposes: (*a*) The training of the intellectual capacity; (*b*) the fitting of the individual for a distinct work in life.

On the question of intellectual capacity as between man and woman there can be no dispute. They are evidently created to be the companions of each other intellectually as in every other way. The only question is how to attain the best results with the mental power that is given. It seems hardly necessary to argue that the best possible intellectual results will be gained by subjecting two persons so physiologically unlike to exactly the same laws and methods of training, just at a time in life when these differences demand the most careful recognition on both sides.

Is it not because this point is not recognized that there is this constant restlessness and agitation upon this very question? Recognize the needs of both, and not subject both boys and girls to virtually the same system, and we shall have more manly and more womanly intelligence in the affairs of life, and this question of coeducation can never arise.

The same may be said also of the second purpose of education; women have a great special work for humanity assigned them which men can never perform. To its fulfillment woman's whole nature, moral and physical, is most delicately adjusted. Upon her intelligent discharge of this task depends the whole fabric of family, social, and national life. For this a special training is as much needed to-day as it is almost universally neglected. There is nothing, in my opinion, more essential to the life of humanity than this distinct higher education of woman, which nature itself demands.

These are some of my reasons for my opinion that there should not be a system of coeducation of the sexes beyond the very first rudiments of instruction.

GEORGE J. PRESCOTT,
Rector of the Church of the Good Shepherd.

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209 W. CANTON STREET,
Boston, Mass., April 30, 1890.

From the time that boys and girls are old enough for the grammar school until they are ready for college they should be kept apart. I was "coeducated" from the time that I began to go to school until I was graduated from Boston University, and I am fully persuaded that free association during the time that I have indicated is fraught with danger to both sexes.

GEORGE A. CRAWFORD,
Pastor Broomfield Street M. E. Church.

SOUTH BOSTON, *April 28, 1890.*

While I can bring forward no new argument, yet I feel that the old ones are sufficient to justify me in condemning coeducation. The argument of propriety is all sufficient in my judgment. There are dangers at an earlier period of life in our grammar schools; how much greater are not such dangers apt to be in high schools? And while I admit that youths may receive a stimulus to study, and, also, perchance,

a certain refinement, if you will, by coeducation, yet do I perceive also dangers which may more than balance such advantages. What these dangers are parents and educators and others experienced in affairs may easily surmise. In short, I have no difficulty in condemning coeducation, and deem the separation, which now happily exists, the very best.

D. O'CALLAGHAN,
Rector St. Augustine's Church.

BOSTON, *April 28, 1890.*

I would not educate the sexes together at any age. Adolescent appetite manifests itself rapidly between 14 and 18 years of age.

The sedentary habit of long hours stimulates physical function.

Familiar approach of the morally unschooled, the nonreligious, and the actually vicious it is impossible wholly to prevent in coeducation.

Pseudo-attachments are likely to spring up and pave the way to unfit "engagements" or affiancings.

The presence of the other sex is more or less distracting to application to the curriculum. In city life at best manhood and womanhood are stimulated to premature ripening, especially in these days of flash novels and bare-legged theatricals, conditions different from the country school district.

Consult that noble man and true Christian—whom I have long known personally—Anthony Comstock, as to your problem.

The specious argument of the coeducation of the sexes in the home and the church needs but a moment's examination. The parent loves and guards as a teacher does not. Kinship sanctifies as promiscuous commingling does not. Religion and positive morals are present in the one case and wholly lacking in the other.

It is the universal testimony that coeducation in colleges tends powerfully to loss of personal respect, except the young women virtually live like hermits.

In my opinion the young sexes should first learn approach at home. There is a delicacy, a sweetness, a dignity, a refinement which a young girl, unfamiliar with the society of the opposite sex, brings with her from the cloister when she "enters society" at a proper age. The experience of civilization, from feudal times to now, among the best social class is worth considering.

Coeducation is democracy gone to seed.

EMORY J. HAYNES.

JAMAICA PLAIN, *Boston, May 1, 1890.*

1. It is seriously detrimental to the morals of boys and girls to place them together under such circumstances, particularly in the grammar school.

Unless the teachers are persons of much wisdom and of strong influence for good over the pupils, vulgarity is an almost inevitable feature of the intercourse of the boys and girls. I have known cases where even under ordinarily good teachers the moral atmosphere of the school was vulgar in the extreme. I meet every day pupils of one of the largest grammar schools for boys in Boston, and one of the best situated, with whom it would be impossible to associate girls without results most harmful to both sexes. The vulgarity and profanity is already deplorable and can not well be reached by any except the parents, many of whom, of course, have no desire to correct such things.

2. The spirit of rivalry generally excited between the boys and girls of the better class in the matter of studies is especially harmful to the latter. Girls ought not to be taught under the same methods as boys. There are periods when they should be relieved from the burden of school work, and when the nature of the class work should be so changed as to give them the greatest possible variety, and the least possible amount of nervous wear and tear.

JOHN E. TUTTLE,
Pastor Central Congregational Church.

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72 ALLEGHANY STREET, *May 1, 1890.*

The following considerations are of influence with me as against any greater commingling of the sexes:

1. Many of the children come from unregulated homes, and it is questionable how far other children should be compelled to hear and learn from unfortunate remarks and incidents, which arise from want of early discipline in every mixed class.

As far as possible children should have the advantages of common-school education without risks.

2. The association of boys and girls in the same building, but not in the same classes generally, furnishes the best elements to be derived from some education of boys and girls, brothers and sisters in the same set of companions.

3. Many teachers—perhaps most—have distinct fitness for girls or boys, and do much less satisfactory work with the opposite sex or when they are mingled in the class room.

WILLIAM R. CAMPBELL,
Highland Congregational Church.

Nonprofessional opinions.

CAMBRIDGE, *May 29, 1890.*

I am very strongly in favor of the coeducation of the sexes.

This opinion dates back to my early life, when, as a day scholar in what was then considered the best boarding school near Boston (that of William Wells, in Cambridge), I was struck with the greater decency and refinement of the day scholars, who lived at home and with their sisters, as compared with those who lived only among boys. Afterwards, as usher in another large boarding school (that of Stephen M. Weld, of Jamaica Plain), I noticed just the same superiority. This impression has never passed away from my mind.

Since then, while on the school committee of three different places—Newbury and Worcester, Mass., and Newport, R. I.—I have seen the process of abolishing separate schools and bringing the sexes together; and always with satisfactory results as to discipline, manners, and morals.

I am satisfied that there is in each sex an instinctive desire for the good opinion of the other, and that this is a very powerful aid and stimulus in the hands of the teacher. As a remarkably good teacher, Mr. William Reed, now of Taunton, said to me forty years ago at Newburyport: "I never yet saw a school which I could not manage by the waving of a finger, if I could only have boys and girls together."

This is now generally admitted as to boys; but there is often an impression that what the boys gain the girls lose. Here again I must quote a very able teacher, Mrs. Caroline C. Leighton, sister of the well-known educational authoress, the late Jane Andrews, and as good a teacher. When in Worcester, about 1855, we changed her girls' grammar school into a mixed school, she said soon after: "I was willing that the change should take place, because I thought we owed it to the boys, although I thought it would be bad for the girls. But now I am satisfied that it is for the benefit of both, and has done as much for the girls as for the boys."

When I was on the school committee of Newport, one of our very best grammar-school principals, a woman, took a day to visit Boston grammar schools. After her return she said to me, "I should never wish to teach a public school in Boston. They seem to me perfectly tame and uninteresting, from having one sex only." When I questioned her farther she said: "I rely on my girls to give steadiness and regularity to my school; they are more punctual and get their lessons better. But I rely on the boys to bring outside life into the school, to know what is going on in the world, to illustrate the lessons from what happens in the streets and on the wharves. Neither would be sufficient alone; both are needed for the material of a good school." I thought I had never heard the precise state of the case better put.

THOMAS WENTWORTH HIGGINSON.

MILWAUKEE, *June 8, 1890.*

In the West there has never been any doubt as to the feasibility or advisability of coeducation. In Wisconsin and Michigan both, this system has been fully in practice, and the University of Wisconsin gives equal privileges to both boys and girls. I have never heard of any difficulty or scandal arising from this intermingling of the sexes at school.

I was educated in such a school myself, and my experience teaches me that there is a certain emulation or desire to stand well in the eyes of the opposite sex, which stimulates the pupils in such a school to greater mental exertion, and makes them more zealous in the pursuit of knowledge. Girls are usually quicker in their perceptions than boys of the same age, consequently boys derive the greatest benefit from this comradeship. Contact with the gentler sex also smooths the rough edges of a boy's manner, and develops the chivalrous side of his character, making him more manly, more honest and straightforward than he would be if accustomed only to the society of boys like himself. There is still a good deal of the savage in man, and this trait is more likely to develop itself when men herd together.

On the contrary, a girl who is brought up in the companionship of boys is more likely when she arrives at womanhood to estimate men at their true worth, and is less likely to become the prey of the first designing adventurer whom she meets.

Your inquiry strikes a Wisconsin man or woman somewhat as would an investigation into the advisability of allowing men and women and boys and girls to occupy the same pews in church. Coeducation has been so thoroughly accepted and so long practised in the West, that we have to speculate as to the probable effects of a return to the old monastic system.

Mrs. D. H. JOHNSON.

In regard to the coeducation of boys and girls in high and grammar schools, I am entirely in favor of it, believing it to be for the advantage of both sexes to mingle freely in all departments of education.

I have not had a very large personal experience, but have had under my care a boy and a girl who were passing through a coeducative high school. In neither case did I see any evil or disadvantage arising from coeducation; but on the contrary a natural healthy friendship with those of the other sex. I should entirely approve of the principle of coeducation, from the lowest primary school to the highest university or professional school.

EDNAH D. CHENEY.

PHYSIOLOGICAL AND HYGIENIC BEARINGS OF HIGHER EDUCATION FOR WOMEN WITH SPECIAL REFERENCE TO COEDUCATION.

Reference has already been made to Dr. Clarke's book, Sex in Education. In the opening chapter the author discussed the physiological constitution of woman, and set forth conclusions which he had formed from clinical observation. In the fourth chapter he marshaled the "laws of development," which he says "we have found physiology to teach," and his personal conclusions as an argument against coeducation. With respect to the public discussions then in progress, the point of the book was in this chapter, since it was immediately seized upon as presenting an unanswerable argument against opening to women institutions originally designed for men alone.

The citation from this chapter, given below, is interesting as showing the manner in which Dr. Clarke applied his argument, and also the care with which he avoided open opposition to the general movement for the higher education of women, that had already become irresistible. Against Dr. Clarke's position little more could be adduced, at the time, respecting coeducation, than individual convictions. Mr. Higginson, however, considerably lessened the effect of Dr. Clarke's argument by exposing the small basis of fact upon which it rested and pointing out, categorically, the classes of facts which were required for the premises and which, in his opinion, were already attainable. The portion of Mr. Higginson's article, which formed a chapter in "Sex and Education," is also reproduced. It should be added that the subsequent investigations by the Collegiate Alumnæ Association were the natural outcome of this call for facts. The data collected related to the health history of 705 graduates from 12 colleges or universities open to women, 9 of the institutions claiming 247 of the graduates being coeducational.

The Massachusetts Bureau of Statistics of Labor, at that time (1885) under the direction of Hon. Carroll D. Wright, undertook the preparation and publication of the material, and it is to be found in full as part V of the sixteenth annual report of that bureau. The summary of results which, under the circumstances, must be regarded as entirely impartial, is inserted here after the citation from Mr. Higginson.

Two years after this report was published the similar inquiry already noted was undertaken by a committee of women's colleges at Oxford and Cambridge (England). These colleges are indeed not coeducational, but this fact does not lessen the significance of the investiga-

tion so far as regards the strain of scholastic work, since the students are prepared for the same examinations as their brothers at Oxford and Cambridge.

The results of this investigation are presented in pamphlet report, of which the summary is here cited, together with a single table in which the results of the American and the English investigations are compared.

Sex in Education.

By Dr. Edward H. Clarke.

[Pages 121-127.]

Before going further, it is essential to acquire a definite notion of what is meant, or at least of what we mean in this discussion, by the term coeducation. Following its etymology, *con educare*, it signifies to draw out together, or to unite in education; and this union refers to the time and place rather than to the methods and kinds of education. In this sense any school or college may utilize its buildings, apparatus, and instructors to give appropriate education to the two sexes as well as to different ages of the same sex. This is juxtaposition in education. When the Massachusetts Institute of Technology teaches one class of young men chemistry and another class engineering, in the same building and at the same time, it coeducates those two classes. In this sense it is possible that many advantages might be obtained from the coeducation of the sexes that would more than counterbalance the evils of crowding large numbers of them together. This sort of coeducation does not exclude appropriate classification, nor compel the two sexes to follow the same methods or the same regimen.

Another signification of coeducation, and, as we apprehend, the one in which it is commonly used, includes time, place, government, methods, studies, and regimen. This is identical coeducation. This means, that boys and girls shall be taught the same things, at the same time, in the same place, by the same faculty, with the same methods, and under the same regimen. This admits age and proficiency, but not sex, as a factor in classification. It is against the coeducation of the sexes, in this sense of identical coeducation, that physiology protests; and it is this identity of education, the prominent characteristic of our American school system, that has produced the evils described in the clinical part of this essay, and that threatens to push the degeneration of the female sex still further on. In these pages, coeducation of the sexes is used in its common acceptation of identical coeducation.

Let us look for a moment at what identical coeducation is. The law has, or had, a maxim that a man and his wife are one, and that the one is the man. Modern American education has a maxim that boys' schools and girls' schools are one, and that the one is the boys' school. Schools have been arranged, accordingly, to meet the requirements of the masculine organization. Studies have been selected that experience has proved to be appropriate to a boy's intellectual development, and a regimen adopted, while pursuing them, appropriate to his physical development. His school and college life, his methods of study, recitations, exercises, and recreations, are ordered upon the supposition that, barring disease or infirmity, punctual attendance upon the hours of recitation and upon all other duties in their season and order may be required of him continuously, in spite of ennui, inclement weather, or fatigue; that there is no week in the month, or day in the week, or hour in the day, when it is a physical necessity to relieve him from standing or from studying, from physical effort or mental labor; that the chapel bell may safely call him to morning prayer from New Year to Christmas with the assurance that if the going does not add to his stock of piety it will not diminish his stock of health; that he may be sent to the gymnasium and the examination hall, to the theaters of physical and intellectual display at any time; in short, that he develops health and strength, blood and nerve, intellect and life, by a regular, uninterrupted, and sustained course of work. And all this is justified both by experience and physiology.

Obedient to the American educational maxim that boys' schools and girls' schools are one, and that the one is the boys' school, the female schools have copied the methods which have grown out of the requirements of the male organization. Schools for girls have been modeled after schools for boys. Were it not for differences of dress and figure, it would be impossible, even for an expert, after visiting a high school for boys and one for girls, to tell which was arranged for the male and which for the female organization. Our girls' schools, whether public or private, have imposed upon the pupils a boys' regimen, and it is now proposed, in some quarters, to carry this principle still further by burdening girls after they leave

school with a quadrennium of masculine college regimen; and so girls are to learn the alphabet in college as they have learned it in the grammar school, just as boys do. This is grounded upon the supposition that sustained regularity of action and attendance may be as safely required of a girl as of a boy; that there is no physical necessity for periodically relieving her from walking, standing, reciting, or studying; that the chapel bell may call her as well as him to a daily morning walk, with a standing prayer at the end of it, regardless of the danger that such exercises, by deranging the tides of her organization, may add to her piety at the expense of her blood; that she may work her brain over mathematics, botany, chemistry, German, and the like, with equal and sustained force on every day of the month, and so safely divert blood from the reproductive apparatus to the head; in short, that she, like her brother, develops health and strength, blood and nerve, intellect and life, by a regular, uninterrupted, and sustained course of work. All this is not justified, either by experience or physiology. The gardener may plant, if he choose, the lily and the rose, the oak and the vine, within the same inclosure. Let the same soil nourish them, the same air visit them, and the same sunshine warm and cheer them: still, he trains each of them with a separate art, warding from each its peculiar dangers, developing within each its peculiar powers, and teaching each to put forth to the utmost its divine and peculiar gifts of strength and beauty. Girls lose health, strength, blood, and nerve, by a regimen that ignores the periodical tides and reproductive apparatus of their organization. The mothers and instructors, the homes and schools, of our country's daughters would profit by occasionally reading the old Levitical law. The race has not yet quite outgrown the physiology of Moses.

SEX AND EDUCATION.

A REPLY TO DR. EDWARD H. CLARKE'S SEX IN EDUCATION.

Article by THOMAS WENTWORTH HIGGINSON, pp., 35–44.

It has been pointed out, again and again, in the Woman's Journal and elsewhere, that there are whole classes of facts to be had bearing most closely on this question which neither Dr. Clarke nor any physiologist opposed to coeducation has yet attempted to obtain. Instead of shrinking from these facts, we are constantly begging for them. Until they are obtained, systematized, and displayed, the whole argument of Dr. Clarke has but an insufficient basis of facts. They are such as these:

1. We need facts as to the comparative physiology of American women in different localities. There are highly educated communities and very uneducated communities. Has Dr. Clarke, or any one, compared the health of women in cities and in country towns; in cities with good schools and cities with poor schools; or in highly educated States like Massachusetts and Connecticut, as compared with States where the climate is similar but the school system less thorough? The standard of female education is not very formidably high in Pennsylvania, where they also have an equable climate, no east winds, and most comfortable living; and yet one of Dr. Clarke's severest statements as to female debility (p. 112) comes from Pennsylvania.[1] In country villages I could name, where there are only very poor district schools, kept for less than half the year, the traveller constantly observes, among the farmers' daughters, cheeks as pale and vitality as deficient as in the best educated metropolis.

2. Again, we need facts as to American-born women of different races. Dr. Clarke says of a century, "that length of time could not transform the sturdy German fräulein and robust English damsel into the fragile American miss." (P. 168.) How does he know it could not? I have seen this change very nearly effected in a single generation among the children of English, Irish, French Canadians, and even the Nova Scotians, whom he so praises; and this in families where even reading and writing were rare accomplishments. As far as I can observe, the effect of climate, change of diet, change of living, on all these classes, is almost sure to produce the same result of delicacy, almost of fragility, in the second generation, with or without schooling; and among the boys almost as much as among the girls. A physician in a large manufacturing town once told me that the unhealthiest class of the community, in his opinion, consisted of the sons of Irish parents.

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[1] "Today the American woman is, to speak plainly, physically unfit for her duties as woman, and is, perhaps of all civilized females, the least qualified to undertake those weightier tasks which tax so heavily the nervous system of man. She is not fairly up to what nature asks from her as wife and mother. How will she sustain herself under the pressure of those yet more exacting duties which now-a-days she is eager to share with the man?" (Wear and Tear, by S. Weir Mitchell, M. D., of Philadelphia, quoted in 1873.)

3. We need also the comparative physiology of different social positions. As a rule, the daughters of the wealthy in America, who are sent to private schools, or taught by governesses, are far less severely taxed as to their brains than the daughters of the middle classes who go to the public schools. Is Dr. Clarke prepared to show that those of the former class are decidedly more healthy? If so, this is another point that would have a direct bearing on his argument. My own impression is that he would find it hard to prove this.

4. But there is still a fourth class of facts, only to be obtained by an extensive record of individual instances. Letting go all discriminations of locality, race, and social position, and looking only at individuals under similar conditions, is Dr. Clarke prepared to assert that as a rule, it is the hardest students in the school who become invalids? He would say, on a *priori* grounds, that it must be so. But do facts show it? Looking over families and schools that I have known, I certainly can not say that the young girls who have lost their health were the most studious—quite as often the contrary. I have asked teachers of wide experience, "Have you observed that your best scholars have furnished the larger proportion of invalids?" and they have always said "No." Yet who that knows the affection with which teachers are apt to follow the later career of their pupils will deny that this evidence has much value. Here is a fourth class of facts which have a direct bearing upon the subject, and the ignoring of which weakens the value of our author's statement.

5. I am struck with the further point that Dr. Clarke seems to have entered on his inquiry in the spirit of an advocate, not of a judge, and to have taken absolutely no account of the physiological benefits of education for women. There certainly are many instances—all teachers have known them—of great benefit to health, in case of girls, under the stimulus given by study. Either Dr. Clarke knows such instances, or he does not. If he knows them, he is bound to state them in such an argument; and, if possible, to arrange and tabulate them, in order to set them against the instances on the other side. If he does not know them, it simply shows that, while the facts of disease impress the physician, the facts of health may elude him.

SUMMARY OF RESULTS OF A SPECIAL INQUIRY INTO THE HEALTH OF FEMALE COLLEGE GRADUATES, BY THE ASSOCIATION OF COLLEGIATE ALUMNÆ.

[Sixteenth Annual Report of the Massachusetts Bureau of Statistics of Labor, pp. 528-532.]

Referring briefly to the results as shown by the tables, it appears—

That the graduates are largely of American parentage; that the greater part of them spent their childhood in the country and had a fair amount of out-door exercise daily.

That 57 per cent began study in a school and 41 per cent at home, the remaining 2 per cent failing to answer; that the average age at which they began study was 5.64 years; at entering college, 18.35 years; at graduating from college, 22.39 years; and that the average present age is 28.58 years.

That during college life the majority studied but moderately; that 44 per cent did not worry over their studies or affairs; that they were generally regular as regards hours for eating and sleeping, took a proper amount of physical exercise daily, and, as regards nearly one-half of them, abstained from exercise wholly or in part during the menstrual period; that, as a rule, they entered society but little, and for the most part had college roommates.

That since graduation all seem to have found congenial occupation, a great many as teachers, while 8 only are occupied with social duties to the exclusion of other occupation.

That about one-fourth have married, and that of the whole number of children born by them, the greater part are living and in good health.

That, for all the various periods of their lives, the health of over three-fourths of the graduates has been either excellent or good; that during college life a slight falling off from excellent or good health is apparent, resulting in an increase in number reporting fair health, while, on the other hand, the number reporting indifferent or poor health is smaller than for any preceding period, and but slightly in excess of the number reporting the same conditions of health for the succeeding period or since graduation.

That over one-half of the graduates are not and have not been troubled with nervousness, and that nearly 25 per cent have had no trouble at any time during the menstrual period.

That about 60 per cent have had some disorder; the more common disorders reported relating to the stomach, liver, bowels, lungs, nervous system, generative organs, neuralgic and rheumatic affections, and, to a certain extent, to the heart and brain.

That the most prevalent cause of disorders is constitutional weakness, the other causes being bad sanitary conditions, intellectual overwork, emotional strain, and physical accident.

That the varying conditions of childhood, as shown in the comparison tables, have had no marked influence for good or evil upon the present health of graduates.

That the present health of graduates seems to have been affected according as their parents have enjoyed either good or poor health, the figures showing 3 per cent increase in the health for those whose parents were both in poor health.

That so far as inherited tendency to disease is concerned, a decline in health has also taken place, as compared with the average good health of all the graduates, those inheriting tendency to disease from either parent showing a decline in health of 3 or 5 per cent, those inheriting tendency to disease from both parents of nearly 20 per cent, while in the case of those who have no hereditary tendency to disease, there has been an increase of nearly 3 per cent in good health.

That during college life about 20 per cent show a deterioration in health, 60 per cent no change, and 20 per cent an improvement; that for those who entered college at 16 years of age and under, an increased deterioration in health of between 10 and 11 per cent as compared with those who entered at a later age is observed, and of over 8 per cent as compared with the whole number whose health deteriorated.

That during life there was nearly 2¼ per cent less deterioration in health as compared with the deterioration in health reported during working time by the working girls of Boston.

That those who studied moderately show an increase in health of over 3 per cent as compared with average good health during college life for all graduates, while those who studied severely or moderately to severely show a decline of from 5 to 7 per cent as compared with average health during college life.

That, as compared with average good health during college life for all graduates, those who worried over personal affairs, a decline in health of over 10 per cent; those who worried over both studies and affairs, a decline in health of 15 per cent, while those who worried over neither studies nor affairs, show an increase in health of 10 per cent.

That for those graduates who studied severely during college life, as compared with the average good health of all graduates, a decrease in health of 7 per cent at time of entering college is shown; during college life a decrease in health of over 5 per cent, and since graduation of exactly 6 per cent; that if, on the other hand, the health of these graduates at time of entering, during college life, and since graduation are compared with each other, without regard to the health of all the graduates for the three periods, there was a decrease in health during college life of less than 2 per cent, an increase in health since graduation of three-fourths of 1 per cent as compared with health at time of entering college, and of over 2¼ per cent as compared with health during college life, and finally,

That although the average good health of these graduates who studied severely was considerably less than the average good health of all the graduates for the three periods considered, their health did not suffer material deterioration during college life, and has more than recovered since graduation its normal state at time of entering college.

The facts which we have presented would seem to warrant the assertion, as the legitimate conclusion to be drawn from a careful study of the tables, that the seeking of a college education on the part of women does not in itself necessarily entail a loss of health or serious impairment of the vital forces. Indeed, the tables show this so conclusively that there is little need, were it within our province, for extended discussion of the subject.

The graduates as a body entered college in good health, passed through the course of study prescribed without material change in health, and since graduation, by reason of the effort required to gain a higher education, do not seem to have become unfitted to meet the responsibilities or bear their proportionate share of the burdens of life.

It is true that there has been, and it was to be expected that there would be a certain deterioration in health on the part of some of the graduates. On the other hand, an almost identical improvement in health for a like number was reported, showing very plainly that we must look elsewhere for the causes of the greater part of this decline in health during college life. If we attempt to trace the cause, we find that this deterioration is largely due, not to the requirements of college life particularly, but to predisposing causes natural to the graduates themselves, born in them as it were, and for which college life or study should not be made responsible. A girl constitutionally weak is always at a disadvantage, and naturally would suffer

deterioration in health, temporary possibly, or even permanent, if, at the most trying period of her life, from 18 to 22 years, she seeks superior education. At the same time we should not fail to emphasize the fact that fully 30 per cent of the total deterioration in health during college life was from excellent to good only. In the case of those graduates who studied severely even, the facts reported concerning their physical condition do not show that they have suffered materially from the effects of close application, but that they have since graduation returned to the normal condition reported by them at the time of entering college.

In conclusion it is sufficient to say that the female graduates of our colleges and universities do not seem to show, as the result of their college studies and duties, any marked difference in general health from the average health likely to be reported by an equal number of women engaged in other kinds of work, or in fact, of women generally without regard to occupation followed.

[From Health Statistics of Women Students of Cambridge and Oxford and of their Sisters, by Mrs. Henry Sidgwick. Page 91.]

Results of the English and American investigations compared.

	Percentage in excellent or good health.			Percentage in fair health.			Percentage in indifferent or poor health (American) and in poor or bad health, or dead (English).		
	American students.	English.		American students.	English.		American students.	English.	
		Students.	Sisters.		Students.	Sisters.		Students.	Sisters.
All students and their sisters.									
Number American ..... 705 English students..... 566 Sisters 450									
From 3 to 8 years of age.....	76.74	71.45	64.70	1.84	16.98	14.45	21.42	11.57	20.85
From 8 to 14 years of age.....	73.33	67.09	63.45	2.98	22.78	22.76	23.69	10.13	13.79
From 14 to 18 years of age.....	.....	61.97	56.34	.....	27.14	26.95	.....	10.89	16.71
At entering college.....	78.16	68.20	.....	1.98	22.08	.....	19.86	9.72	.....
During college life, and for sisters from 18 to 21	74.89	63.08	58.45	7.80	26.15	26.44	17.31	10.77	15.11
Present health (English), since graduation (American)	77.87	68.02	59.34	5.11	22.08	27.11	17.02	9.90	13.55
American students who studied severely (number, 263) and English students who read for honors (number, 269).									
At entering college.....	71.10	74.35	.....	3.04	17.47	.....	25.86	8.18	.....
During college life	69.58	67.66	.....	10.27	22.68	.....	20.15	9.66	.....
Present health	71.86	74.72	.....	9.13	18.96	.....	19.01	6.32	.....

	American students.	English.	
		Students.	Sisters.
Average age at entering college.....	18.35	21.9	
Average age at time of collecting statistics	28.58	28.57	29.55
Number married.....	196	58	87
Percentage married.....	27.8	10.25	19.33
Average number of years married.....	6.7	4.31	18.83
Percentage of those married who have children.....	66.33	72.41	63.22
Number of children living.....	232	80	177
Number of children dead.....	31	9	31
Average age of children.....	6	3.9	7
Percentage who teach or have taught (in the case of students, only teaching since leaving college is included; English students who left in 1887 are here omitted)	50.21	77.46	37.33

Summing up the results of our investigation, we may, I think, say with confidence that there is nothing in a university education at all especially injurious to the constitution of women or involving any greater strain than they can ordinarily bear

without injury. Women generally pass through it without its affecting their healt one way or the other. As was to be expected, however, some improve in health an some deteriorate, both improvement and deterioration being sometimes the effect conditions of college life and of circumstances more or less connected with it, thou probably more often due to constitutional or other causes for which college life c not be either praised or blamed. The net result of the change is that as large proportion of the women who have had a university education enjoy good hea now as did so at the time they entered college, while the number in poor heal among those who have read for honors, is somewhat reduced. These results con those of the similar inquiry previously conducted in America.

As mothers of healthy families we have seen that the students are more satisfac than their sisters, and so far as we can judge quite up to the average of women.

We have set down as a fact unfavorable to a university education for wome temporary falling off during college life of about 5 per cent in good health as c pared with either health at entering or present health. This to some extent dep on illness or other things occurring accidentally during the college course, an some extent is probably due to the relaxing climate of our universities; but it is partly caused by overwork and want of attention to well-known laws of health, to this extent both could and ought to be prevented by reasonable care on the of students themselves.

That any serious alarm as to the effect of university education on the healt women is groundless is clearly shown by the fact that the net amount of incr in good present health, as compared with health between 14 and 18 years of ag greater in the case of students than of their sisters.

In 1874 Prof. Fairchild, of Oberlin, wrote as follows:

"A breaking down in health does not appear to be more frequent with women t with men. We have not observed a more frequent interruption of study on account, nor do our statistics show a greater draft upon the vital forces in the of those who have completed the full college course. Out of 84 who have gradua since 1841 7 have died, a proportion of 1 in 12. Of 368 young men who have gra ated in the same time 34 are dead, or a little more than 1 in 11. Of these 34 young m 6 fell in the war, and leaving out those the proportion of deaths remains 1 in Taking the whole number of graduates, omitting the theological department, find the proportion of deaths 1 in 9½; of ladies 1 in 12, and this in spite of the lo average expectation of life for women, as indicated in life-insurance tables."

The Boston School Document already cited (No. 19, 1890) present the opinions of 49 physicians of that city, of whom 30 favored coëd cation, two of the number with some reservations, and 19 opposed t policy. The following citations present substantially the special arg ments advanced by this class of professional men.

Opinions of Physicians.

[From Boston School Document No. 19, 1890.]

16 Union Park, *Boston, April 30, 1890.*

I consider the coeducation of boys and girls in grammar and high schools not on permissible, but highly beneficial to both sexes.

First. I consider it of moral importance that the influence of the boy and the gi upon each other should be exercised from early youth, so that each sex would becon familiarized with the other's way of thinking, speaking, and feeling.

Second. Such an influence would materially strengthen the health through t intellectual discipline produced, while the physical condition of the girl would ne essarily be improved through the association with the boy, because she will be le likely to hurry on nervously with her studies; the intellect of the boy being som what slower in its development, the girl will find in the boy's nature a wholeson counterpoise; thus to both boy and girl will be assured a slower and more thorou advance in study, and more time either for physical rest, physical development culture in plays and games, or outdoor recreation. This latter is sadly lacking girls' schools, as usually the ambitious pupils and their teachers strive simply f one object, namely, to be equal to, or in advance of, the boys' schools. The resu too often produced is an early ripeness of intellect without a corresponding ripene of physical conditions.

Marie E. Zakrzewska, M. D.

ROXBURY, *April 29, 188*

1. My personal experience of coeducation has been favorable. It was the met pursued in the public schools of Brookline, where I was brought up, and in the l schools of which I subsequently taught. I believe it has advantages over the arate system, and in schools representing the well-to-do middle classes of socie see no objections to it.

2. The only considerable argument against it, that girls require at certain per special exemption from work for physiological reasons, falls through when, e though the sexes are separately educated, yet the standard for both sets of sch is identical, so that no indulgence can be, or at any rate is, granted the girls what is given to the boys.

3. I am inclined to think that in certain localities of large cities where the so and moral tone is very low, and teachers have no aid from parents in restrai pupils out of school hours, coeducation might be open to some objections on the s of morality.

CHAS. F. WITHINGTON, M.

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93 MOUNT VERNON STREET, *Boston, May 2, 188*

It seems to me there are three general questions to be considered: first, the ef upon the health; second, the effect upon morals and manners; and, third, the ef upon the mental training and development. I am unable to find any conclusive dence that the morals of either sex are vitiated by coeducation, and I believe the manners of the boys and young men are improved. It seems the natural that the two sexes should be educated together, at least so far as the grammar high schools go. In the family where there are boys and girls, both sexes seem develop more normally. To be sure one hears of grave moral deflections happen occasionally among school girls or boys; but this does not prove, it seems to me, t the coming together, as they do in mixed schools, is the cause of it; is not the t cause, rather, bad outside influences and the neglect of wholesome home influen

I have been a teacher in a mixed high school myself (the Cambridge High) an have talked with others who have been connected with mixed schools in one wa another, and from our experience we can find no evidence of any general lowe of the moral tone, and the single cases which have occurred are not proven to h been the result of coeducation. Looking at it from a purely medical and physio ical side, one has to consider this question: Is it prejudicial to the normal deve ment of either sex to bring them together at school *at* and after the age of pube Puberty is a critical time with both sexes, perhaps more so with the girls; then that the nervous system has to be especially guarded from overexcitement; the is that the girls are likely to be morbid, etc. The home influence ought to be guarding and guiding hand which safely brings the boy and girl through period, and with tolerable care at home I can not see how the bringing together for comparatively short time of the school hour will act injuriously on either sex. the contrary, may it not obviate those morbid tendencies so common to the age development?

Lastly, there is the question of partial rest once a month for the girls at the n strual epoch. Is not this an objection to the mixed systems? Will not the girls compelled to do the same work at such times as in the intervals, to their injury suffering? The girls are, as a rule, more ambitious than the boys, and do m work, and can afford to relax a few days each month and still keep up with boys. Of course, just what should be each girl's plan as to work during these ti must be determined by her sensations and feelings, together with wise advice at ho if possible. Here also I believe morbid conditions are less likely to arise if, as i mixed school, less attention is attached to this physiological function.

As to the mental training and development, I believe it makes very little if difference in the results whether the boys and girls are educated separately together; this so far as the purely school work is concerned. In addition, howe with coeducation, I believe, as I have mentioned, that the manners of the boys improved; they learn to be more gentle, and the girls learn some "robuster virtu

While writing this I have had the opportunity to speak of the matter with P Sedgwick, of the Massachusetts Institute of Technology, and from his experienc mixed grammar and high schools, and in his own department at the institute quite emphatically concurs in my opinion.

EDWARD O. OTIS, M.

138 BOYLSTON STREET, *Boston, May 15, 1890.*

At the age when the most of the pupils of our high schools—and the same might apply to a certain extent to the grammar schools—are sent there, the natural functions of the adolescent organism are undergoing more complete development, and the person of either sex is passing from the period of childhood toward that of maturity, or at least of perfect development; and certain functions which have lain dormant until this time are awakening into life, and arouse new and unknown sensations and emotions. There is also at that time an increased need of careful and appropriate training, of judicious restraint over the associations and surroundings, both moral and physical, which form the environment of the individual. The boys of our community are at this time more restless than heretofore, and often traits of character of new and sometimes uncontrollable nature are developed. To a certain extent this is also true of the opposite sex.

The high schools take their pupils from various districts of the city, and often from out of the city, and these pupils are thereby removed from the influences which have thus far surrounded them; they are brought into association with other boys or girls whom their parents can not know, and often they are exposed to influences which parents or guardians would strive to protect them from if this were possible. I am in a position to speak from experience, and I think that vast harm is done to many pupils in the high schools from the mingling of boys from so many directions, and I have seen many, many cases of impairment both of health and character which are traceable to this cause. This was not long ago illustrated in a most alarming manner among the pupils of Eton, and I could mention examples in our own city. If, now, the membership of our higher schools were made up of both boys and girls, I can not think that the absence of knowledge on the parents' part of the associations which might be formed between the individuals of such a homogenous collection of pupils would operate to the detriment of educational ends, and would not infrequently cause great misfortune. In an institution which I have visited, in which the education of the pupils of 15 to 20 years is carried on in common, I was told by one of the teachers that great trouble is experienced in the regulation of the relations between the pupils, and that often very embarrassing situations are encountered.

For these reasons, and others which I do not think it necessary to mention in his inquiry, I would express the opinion that coeducation of the sexes in our high schools or in the grammar schools is not, under existing circumstances, either judicious or advisable.

ALBERT H. BLODGETT, M. D.

VIEWS OF COLLEGE AND UNIVERSITY PRESIDENTS AND PROFESSORS, WITH ACCOUNTS OF SPECIAL PROVISION FOR THE HIGHER EDUCATION OF WOMEN, ESTABLISHED IN CONNECTION WITH UNIVERSITIES.

[Dr. F. A. P. Barnard, president Columbia College, New York, N. Y. Report of 1879.]

Expediency of receiving young women as students.—The condition of the college is now such as to justify the suggestion of the question whether its advantages should not be open to young women as well as to young men. This question has been brought to the attention of the trustees heretofore by outside parties, and the reception which it met has been such as to indicate that the minds of the board are not favorably prepossessed in regard to it. There has been hitherto, however, no room for considering it upon its merits; for whether regarded favorably or not, so long as the college was confined within recent narrow accommodations the measure has been impracticable. Not that the admission of young women requires any considerable provision of space greater than that which is necessary for young men only; but that, in arriving at and leaving the building, they need their separate retiring and cloak rooms, and no apartments could be found in the old building suitable for this purpose. That difficulty no longer exists. The measure has become practicable. There can be no harm in inquiring whether it is not also expedient.

Many considerations suggest themselves which make in its favor. In the first place there can be no doubt that among many of our most judicious thinkers, and probably with even a majority, there exists at this time a profound conviction that the interests of society, the mental culture of women should be not inferior in character to that of men. The condemnation of that kind of female education which in past years has been too prevalent, in which the useful has been made subordinate to the ornamental, and what are called accomplishments have taken the place of solid acquisitions, is all but universal. The demand has been made and its reasonableness has been generally conceded, that the same educational advantages should be offered to young women which young men enjoy. But when the questio

ised as to how that demand shall be met, there is no longer found to prevail the me unanimity.

One obvious method is to improve the female schools. Of such institutions there e, and have always been, a sufficient number; but the fault of most of these is at they furnish the merely superficial and ornamental education of which com- aint is made. Such can not be improved except by reconstruction, for their structors can not rise above their own level, and their proper level is indicated by e teaching they have been accustomed to give.

Another method is to create colleges for young women identical in form with the isting colleges for young men, embracing in the scheme of instruction the same bjects in the same order, and conferring at the end of the course the same aca- mic degrees. Examples of this kind of institution are seen at Vassar College, in s State, and at Rutgers Female College, in this city. The objection to these is at they can not, or, at least, in general, will not, give instruction of equal value, ugh it may be the same in name with that furnished to young men in the long- ablished and well-endowed colleges of highest repute in the country, and that it mjust to young women, when admitting their right to liberal education to deny m access to the best.

* * * * * * *

n more than half the colleges of the United States young women are admitted the same terms as young men, and attend the same instructors in the same lec- halls at the same hours. The usage is more general in the Western than in the tern States. But we have two conspicuous examples, the Cornell and the Syra- universities, in our own State, and there is one in Massachusetts, the Boston versity, and one in Connecticut, the Wesleyan. Yale College admits young women er School of the Fine Arts. In the Michigan University, which, in numbers and anding, ranks among the leading educational institutions of the country, out total of more than 400 in the School of Letters and Science, between 70 and 80 oung women. The colleges of the country, excluding those under the control ie Roman Catholic Church, are, according to the latest enumeration, 355 in num- of these 183 are open to students of both sexes.

many of these colleges the students are permanently resident, separate build- being provided for the female students. The Sage College at the Cornell Uni- ty, founded by the liberal friend of education whose name it bears, is a splendid e erected for this purpose. In others, as at Syracuse, the students of both , with few exceptions, attend at the college only during the day, and out of hours reside at home or in private families. This arrangement relieves the uctors of responsibility for general supervision and leaves no room for the occur- of troublesome questions of discipline.

to the practicability of adopting this plan in our college, no question will be d; but doubts may be entertained as to its expediency. It would be difficult, rtheless, to suggest any reason which will bear very close examination why it ld not be adopted. The admission of young women into the classes would not, y manner, interfere with and embarrass the processes of instruction as they are conducted. No modification of the arrangements of the class rooms would be ssary. So many more units would simply be added to the number and so many names to the class roll. In every scholastic exercise the young women would garded as the young men are regarded—merely as students.

can not be denied that there is, in some minds, a feeling of aversion to this osition which does not seek to defend itself by reasons, but inclines those who rtain it to dismiss the subject without argument. This is probably owing prin- lly to the fact that the admission of young women into colleges is an innovation immemorial usage. The spirit of conservatism never fails to rise up against lties, no matter how cogent the arguments by which they may recommended. it is this spirit mainly which opposes the opening of colleges to women, rather anything inherently objectionable in the proposition itself, is made quite evi- by the fact that no such opposition manifests itself to the association of stu- s of both sexes in the academies and high schools with which the country unds, many of which profess to teach the same subjects as the colleges, to the extent, and to pupils of similar ages, differing chiefly in the fact that they have determinate course of four years, and do not confer degrees in arts.

ie opposition to the proposal which has its source in the feeling here referred to doubt the most serious of the difficulties in the way of its adoption, simply use feeling is not controlled by judgment, but remains often unchanged after understanding is convinced. Objections are, however, sometimes made to the which appeals to the reason. Thus, there are those who hold that the average ale intellect is inferior in native capacity to that of the stronger sex, and hence r that the association of the sexes in the same classes will have a tendency to ess the standard of scholarship. It is unnecessary here to go into the general ument upon this point, for it is not in the effort to master those elementary facts

of knowledge or principles of science which form the material and the instrument of early mental training that the relative ultimate strength of different minds can be tested. There is in some intellects a quality of activity, of quickness of perception and readiness of combination, which, within given limits of time, is more than a compensation for more slowly moving power. And this is a quality which observation has proved to be peculiarly characteristic of the female mind. Similar observation, moreover, has pretty well established that, as a rule, girls are more diligent in study than boys, a fact which has an important influence on the record of their scholarship.

The experience of institutions where this point has been practically tested proves, moreover, that the presence of young women as members of college classes tends to a result directly the reverse of that which the objection supposes, and has the effect to raise rather than to depress the average scholarship of the classes to which they belong. In regard to this matter, the results derived from a comparison of the record made in Cornell University during the years preceding and the years following the opening at that institution of the Sage College for women, which have been kindly furnished to the undersigned by Vice-President Russel, are exceedingly interesting as well as instructive.

In order to understand the significancy of these it is necessary to bear in mind that in every college a larger or smaller proportion of the matriculates of a given year usually drop off before the close for a variety of reasons, among which are failure of health, failure of means, the disciplinary acts of the faculty, and loss of position in consequence of defective scholarship. All these causes, except the last, are pretty uniform in their operation; and, with the same exception, the effect of all of them united is never very considerable. The variations, then, in the total magnitudes of the losses, when successive years are compared with each other, must be mainly due to the operation of the cause last mentioned, the varying numbers who fail from deficient scholarship.

Now it appears that at Cornell University, during the years which preceded the admission of young women, the losses during the year averaged 26 per cent, or more than a quarter of the entire number of the matriculates, per annum, while for the seven years that have passed since that date the losses have averaged only 16 per cent per annum. During this latter period the standard of attainment for admission has been twice raised, and the term examinations have been made steadily more and more rigorous. Either of these causes might have been supposed likely to increase the proportion of losses, yet no such effect has followed from both of them together. It has been added in a statement by an officer of the University recently printed that "these seven years have witnessed a marked improvement in the quality of the whole institution," and further, a very noteworthy fact, that during the entire period "no young woman has been dropped from the rolls through failure at examination." So far as the experience of this institution is concerned the evidence is quite conclusive that the admission of young women as students into college classes has the effect to raise rather than to depress the standard of scholarship.

Another objection to the plan is found in the assumption that the course of study prescribed in colleges is too severe to be attempted without danger to the delicate constitutions of young women. This proposition has been elaborately maintained by an eminent authority, whose views have had a wide circulation, and have, to some extent, impressed the public mind. So far as these views are founded on *a priori* consideration, they are mere opinions, to which the opinions of other authorities no less weighty may be opposed. So far as they are founded on observation of injurious results presumed to have followed from overtasking the physical powers by excess of study, it would be easy to demonstrate by similar examples that the course of college study is too severe for young men as well.

But this argument, if it proves anything, proves too much. It is not the kind of study which harms, if study harms at all, either young women or young men, it is the quantity; and certainly, valueless as the teaching in many young women's "finishing schools" may be, it is usually heaped up upon its victims to an extent not inferior to that which the college course requires. It is inconceivable that the exercise of the mind upon the solution of an algebraic problem, or the interpretation of a passage in Homer, can be more exhausting than a similar exercise over the French irregular verbs, or even so much so as the confinement of hours daily in bending wearily over the drawing table or drumming on an ill-tuned piano. The argument of the objector, however, begs the whole question by assuming that this is really the case, while his opponent might reply that if he has proved anything he has simply proved that young women ought not to be educated at all.

Of course no one will contend that excess of study can not but be injurious to the young of either sex. If young women in college commit this error they will suffer for it, and so will young men. We see examples of this kind occasionally in the youth of our own college, but however we may regret these, we do not consider

advisable to discourage young men from entering college on that account. Could it be proved that the studies taught in college offer to young women a more dangerous temptation to excess than those which from the substance of the more ornamental education they have been heretofore accustomed to receive, the fact might suggest the propriety of greater vigilance to arrest this tendency, but it certainly could not justify us in cutting them off from these so fascinating studies altogether.

There is one consideration bearing on the plan in question which is positively favorable, and is not without importance. The presence of young women in colleges is distinctly conducive to good order. Nothing is more certain than that the complete isolation of young men in masses from all society except their own tends to the formation of habits of rudeness, and to disregard of the ordinary proprieties of life. No degree of good breeding, no influence of social refinement in the family circle, can effectually secure a youth against this danger. It is this which explains the frequent participation of young men in college in acts which in other situations they could not be induced to countenance, and would even regard as reprehensible. Any circumstance, whatever it may be, which destroys this isolation, and subjects the youth to the wholesome influences which protect his moral tone in the ordinary environment of society, can not but be beneficial. Such is the effect of the presence of women in college. On this point the undersigned is able to speak with the authority which belongs to knowledge experimentally acquired. As an officer of the University of Alabama, it was his custom for years to invite the attendance on his lectures of classes of young women from a neighboring female seminary, and others resident in the town of Tuscaloosa. The advantageous effect of this upon the manners of the young men was a subject of common observation, and the results were so satisfactory that the example was followed by other officers of the same institution, so that scarcely a day passed without the presence of young women in one or another of the college classes. These were not matriculated students, it is true, and they did not directly mingle with the young men, but this circumstance tended rather to diminish than to increase the influence which their presence exerted, and yet this influence was very decided.

The elder Silliman, during the entire period of his distinguished career as a professor of chemistry, geology, and mineralogy in Yale College, was accustomed every year to admit to his lecture courses classes of young women from the schools of New Haven. In that institution the undersigned had an opportunity to observe, as a student, the effect of this practice, similar to that which he afterward created for himself in Alabama, as a teacher. The results in both instances, so far as they went, were good; and they went far enough to make it evident that if the presence of young women in college, instead of being occasional, should be constant, they would be better.

But it is still objected that though the association of young women with young men in college may be beneficial to the ruder sex, it is likely to be otherwise to the gentler. The delicacy and the reserve which constitute in so high a degree the charm of the female character are liable, it is said, to be worn off in the unceremonious intercourse of academic life, and the girl who enters college a modestly shrinking maiden is likely to come out a romping hoiden or a self-asserting dogmatist. Those who make this objection argue rather from assumed premises than from any facts of observation. It is sufficient to say that the experience of the high schools of the country fails to furnish ground for this impression, and that no such results have been observed in any of the numerous colleges in which the experiment has for years been tried.

There is another and final objection less frequently urged in these discussions than those above enumerated, yet probably often in the minds of those who do not urge it, which is founded on the supposed disturbing influence which sentimental causes may exercise over the spirit of study. If young people of both sexes are associated in the same institution, and thus permitted to meet frequently and familiarly, their thoughts, it is imagined, will be likely to be more constantly occupied with each other than with their books. An appeal might here again be made to experience to show that this danger is exaggerated. And it might be said with justice that the comparative freedom of school intercourse tends far less to excite the imaginations of impressible youth, and clothe for them the objects of their possible admiration with unreal charms, than do the more constrained and less frequent opportunities of mutual converse afforded in general society.

But, however that may be, the argument is inapplicable to the circumstances of our particular case. Here no opportunities for intimate intercommunication exist at all. The students attend only during a limited number of hours daily, and during their attendance they are constantly in class and occupied either in listening to instruction or in the performance of their own scholastic duties. No common halls of assembly exist, in which they may gather either before the exercises of the day commence or after they are over. From their retiring rooms, which will be entirely cut off from every other part of the building, the young women will pass directly to

the lecture room, and at the close of their daily tasks will retire in the same way. Throughout the entire duration of the college course they will be resident in their own homes and surrounded by every protecting safeguard that parental solicitude can provide. If it is really desirable that the educational advantages offered to young women should be equal to those which young men have been so long permitted to enjoy, it would seem to be neither reasonable nor right that they should be excluded from the institutions where such advantages exist. If it is not desirable, of course the argument falls to the ground.

The measure here under consideration, should it meet with approval, would not probably be productive of any immediate visible effect. Few young women would be likely to present themselves as candidates for admission within the next few years, because there are few in this community who are likely to have given attention to the studies required as preparatory to the college course. But after that period, in a great city like this, a very considerable attendance might be anticipated, and thus our college would enter upon a new and important field of usefulness.

Whatever may be the fate of the present suggestion, the undersigned can not permit himself to doubt that the time will yet come when the propriety and the wisdom of this measure will be fully recognized; and as he believes that Columbia College is destined in the coming centuries to become so comprehensive in the scope of her teaching as to be able to furnish to inquirers after truth the instruction they may desire in whatever branch of human knowledge, he believes also that she will become so catholic in her liberality as to open widely her doors to all inquirers without distinction either of class or sex.

[Citations from the Boston School Document No. 19, 1890.]

AMHERST COLLEGE, *Amherst, Mass., May 6, 1890.*

President Seelye requests me to acknowledge his receipt of your favor of April 21, and to say that in his judgment the coeducation of the sexes is both desirable and practicable in the early stages, and he thinks that it might be properly conducted through both the grammar and high schools; but in his judgment the differentiation of sex, which is quite as manifest on the mental as on the physical side, requires a different curriculum for the two in their college course.

EDWARD B. MCFADDEN,
Secretary.

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BOSTON UNIVERSITY, *Boston, May 8, 1890.*

In my opinion, the coeducation of the sexes in high and grammar schools, as also in colleges and universities, is absolutely essential to the best results in the education of youth.

I believe it to be best for boys, best for girls, best for teachers, best for taxpayers, best for the community, best for morals and manners and religion.

At the time of the opening of the Boston Latin School for girls, I pleaded as hard as I could in favor of the opening of the then existing Latin school to both sexes, instead of starting a new and separate school for girls. Since that time I have seen no reason to change my views. So far as I can judge, Boston would do wisely to repair the mistake, and to organize all her schools on the plan followed at Cambridge, and in so many intelligent and prosperous cities.

W. F. WARREN,
President.

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CARLETON COLLEGE, *Northfield, Minn., May 8, 1890.*

It seems to be divinely ordained that boys and girls should be brought up together in the same family; and no good reason is apparent to me for separating them at the school-room door. Both mentally and morally they are mutually helpful in stimulating and in restraining each other, and therefore necessary to a symmetrical development of character. Any so-called reform which forbids coeducation in our grammar and high schools is what Dr. Bushnell would call a "Reform against Nature."

JAS. W. STRONG,
President.

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ARKANSAS (INDUSTRIAL) UNIVERSITY, *May 10, 1890.*

Judging from the work in this university preparatory department, both sexes are benefited by reciting in the same class rooms.

E. H. MURFEE, *President.*

DRURY COLLEGE, *Springfield, Mo., May 10, 1890.*

Our institution is coeducational, and the preparatory department is of the same grade as the high school; but the conditions are peculiar, in that we have a lady principal who has charge of the young ladies who live at the college, and who, with the other teachers, maintains a general supervision. Our regulations are not excessively strict by any means, nor do we have any restrictions upon the social relations of the students beyond those which good sense and regard for proprieties suggest.

Coeducation presents no peculiar difficulties with us. It is taken as a matter of course. Its effect upon the manners of the students is, I think, good. Occasionally an intimacy springs up which is disadvantageous, but I am by no means sure that such incidents are more frequent than would be found to occur among young people differently circumstanced. On the other hand, I am inclined to think that the daily association of young people of both sexes, under wise teachers, may be helpful in the way of correcting much that would be false in thought and imagination.

As regards class-room work, physical strength, intellectual capacity, etc., I see no difference. There are bright boys and dull boys, and there are bright girls and dull ones. Occasionally a girl shows the effect of overwork, and occasionally the same thing is seen among the boys. It is a matter of strength, endowment, etc., rather than of sex.

F. T. INGALLS.

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LITTLE ROCK UNIVERSITY, *Little Rock, Ark., May 8, 1890.*

I believe that the coeducation of boys and girls in high and grammar schools, if under proper restrictions and guards, is a good thing.

M. L. CURL,
President.

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DELAWARE, OHIO, *May 16, 1890.*

We have had coeducation in the Ohio Wesleyan University since 1876. No evil effects have resulted here. Our young men are more gentlemanly and our young ladies are more vigorous in their work because the two sexes recite together. Upon the whole, our experience is decidedly favorable to coeducation. I believe the experiment would prove a success in your high and grammar schools.

J. W. BASHFORD.

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BATES COLLEGE, *Lewiston, Me., May 17, 1890.*

After an experience of twenty-seven years, we heartily believe in coeducation in an institution like ours, and we should hesitate to offer any objection to it in high and grammar schools.

O. B. CHENEY, *President.*
By J. Y. STANTON, *Secretary.*

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WILLIAMS COLLEGE, *Williamstown, Mass., May 7, 1890.*

So far as I have observed the working of the coeducation of the sexes in high schools, it has not been attended with evil results. It seems necessary that ordinary caution be observed, but the competition of boys and girls in the same classes has usually been productive of intellectual activity. I do not think that the danger of immorality is increased by the meetings incident to well-regulated instruction and exercise in and about the same building. I must add that I have not had opportunity for very extensive or thorough observation.

FRANKLIN CARTER.

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OBERLIN, OHIO, *May 7, 1890.*

Oberlin College has tried coeducation in all departments from its beginning, in 1833. We are thoroughly satisfied with the experiment, and believe it is the most natural and the most wholesome way under reasonable conditions. I do not think any of the faculty would fail to say the same thing of coeducation in high and grammar schools.

HENRY C. KING,
Associate Professor of Mathematics.

OHIO STATE UNIVERSITY, *Columbus, Ohio, Ma*

An experience of twenty years has convinced me that for nine-tenth students education of the sexes together is better than the education o rately. The presence of those of the opposite sex is a stimulus in restraint in conduct. The frivolous and foolish will be frivolous and f either system.

I have no special knowledge of high schools and grammar schools t opinion concerning coeducation in them.

W. H. S
President of the

VASSAR COLLEGE, *Ma*

As a member of a school board in an Eastern city, I was accustomed t which boys and girls were educated together, but where, during the re was an absolute separation of the sexes. I never saw aught in these sc for unfavorable comment.

In our high school a similar law was enforced, only there was a consid ration of the sexes in classes as well. But in many lines of study t together, and without unfavorable comment.

I see no objection to such a plan. The expense of a separate syste impossible in most places, nor does it seem at all imperative on other gr I am sure it is necessary that boys and girls of the age of most of those i schools need careful watching where they are thrown so indiscriminatel

One or two may poison a large number, and necessarily our schools n every kind.

J. M

SCHENECTADY, N. Y., *Ma*

I am opposed to coeducation in colleges, but have never studied the q relates to high and grammar schools, and do not consider myself entitle any opinion.

H. E. WE
President Uni

BALTIMORE, *M*

I consider the coeducation of boys and girls in high and grammar sc tionable.

IRA RE
Acting President, Johns Hopkins

MASSACHUSETTS INSTITUTE OF TECHNO
Boston, Ju

I have never taught in high or grammar schools, but after thirteen y ence can speak in terms of unqualified approval with regard to coe higher grades.

I was educated in a school and college where none of the other sex we and naturally was of the opinion that such a course was not desirable. pelled to admit ladies to my classes I regarded it as a mistake, and en far as possible to keep them apart, and only with great anxiety, and by s permitted any intermingling in the class-room.

The results obtained have been so advantageous that now I have th restraint in the class-room and laboratory, and subject all students to same discipline and rules, no attention being paid to sex, but the stude alphabetically and in every respect treated alike, and I am satisfied th tion can be carried on successfully, provided all artificial barriers are s and the nearer we come to this the better will be the result.

There are natural advantages from the mingling of the sexes, and t argument against it is a moral one, which, however strong it may b schoolroom, loses its force in it.

THOMAS

ANN ARBOR, MICH., *August 22, 1890.*

In every respect salutary. Our young men are better behaved on the whole—more gentlemanly.

In some subjects the women surpass the men; in others the opposite is true. On the whole, I do not think our standard has declined. The university has certainly made great strides forward since women were admitted, in 1871. This is, of course, due to a variety of causes; but I do not believe that the women have in any way retarded the onward movement. In some respects they have certainly facilitated it.

ISAAC N. DEMMON.

The objections against coeducation in colleges, as far as they relate to the effects upon women, are discussed as follows (in Education, January, 1893) by Dr. J. L. Pickard, ex-president of State University, Iowa City, Iowa:

Before proceeding to a discussion of the question it is proper that coeducation be defined. The well-nigh universal practices of Western colleges and universities will define the term with sufficient clearness.

Young men and young women are invited to pursue their studies together in the college, as has been their custom in the high school and academy. They are subjected to an identical examination for admission. They are required to choose from many courses of study offered them. When choice is made they attend upon the instruction of the professors at the same hour, and of course in the same class room. Requirements as to attendance, to preparation, to examinations are identical. They pass from year to year upon the same basis of scholarship. They have equal opportunities for winning scholarship honors. They graduate upon the same day, present their theses upon the same platform, and receive diplomas entitling them to enjoy the privileges of the same degrees.

The objections made to coeducation in colleges are entitled to respectful consideration.

(1) Sex manifests itself in the intellect no less than in the bodily structure and functions. To ignore sex in educational processes is against nature and must result in disastrous failure. Let it be admitted. Is any psychologist wise enough to draw the line of demarkation, and to assign these studies as proper to the female mind and those to the male? When the attempt is made shall we not find many studies upon each side of the line? Will not similarities exceed differences? The opening of pursuits and professions to women within the last few years has brought into clearer light what is common to the sexes and differences are less prominent.

The modern coeducational colleges recognize the differences and provide varied courses of study. The influence of sex will determine the choice made. In some feminine minds there may be a masculine element which will affect the choice. The same may be true upon the other side. Will the friends of separate schools ignore nature and presume to correct what they claim to be abnormal?

The objection proceeds upon the theory that all courses of study are constructed with sole reference to the masculine mind. The days of the "trivium" and the "quadrivium" are long past. Science, literature, and art present more than seven roads to a degree. No two applicants need pursue the same road in all its windings. There is ample range for the demands of sex in education. But is it best that these demands be met in their entirety? Because there is sex in education, coeducation claims candid consideration. In the economy of nature each sex has its place, not in studied separation and exclusion, but in mutual strengthening and restraint. And in no direction is the influence of sex stronger or more complementary than in that of mental culture. Female colleges of the higher grade recognize the fact in the sometime selection of male presidents and male professors. Male colleges do not as yet reciprocate. If it be true that formative forces are the better where strength and grace are combined, who will claim that these forces emanate solely from the teacher's rostrum? The daily mingling of students furnishes the opportunity for the exercise of subtle yet powerful influences in the formation of character. This leads to the consideration of a second objection.

(2) Womanly virtues are endangered by the greater familiarity which coeducation permits. President Porter expressed the thought when he said, in advocating woman's education, that he wished it to be in "womanly ways." The "womanly way," as I understand it, is in the line of sacred and refining influence upon our social life. This power, like all others, gains strength by constant exercise. How can it be cultivated when opportunity for its exercise is denied. Man, too, needs training in manly ways. But the manly way is that of refined strength. Does the seclusion of the boys' college bring grace to movement, polish to manners, purity to thought, refinement to strength? Many of us who were shut out from real society during a college course can recall many scenes where awkwardness or boorishness has brought a blush of shame to the cheek when returned to real life in the presence

of our sisters—an awkwardness by no means relieved in the presence of those who for the same number of years had learned of man only through glimpses obtained in the occasional party or in the sensational novel, in neither of which does the true man appear.

Sex in education? Yes. It is God's plan. He will give it all needed force. It requires no stimulus, such as separate schools emphasize. Its action must not be reflex. For this reason I would urge the fact of sex in education as an argument for coeducation. Where will one find more manly men and more womanly women than in a family of brothers and sisters under the guidance of a loving father and mother. "That our sons may be as plants grown up in their youth, that our daughters may be as corner stones polished after the similitude of a palace."

The family is the unit of society. The home is designed to be the citadel of virtue. If God's purpose be attained it will only be through the union of strength and grace in the makers of the home. Why take away from either sex the opportunity to form a thorough, a rational acquaintance during the years wherein such acquaintance is ripening into a life companionship? As well attempt to teach astronomy in a windowless room, or botany in a paved city court, as to expect the starlight of pure love or the flowers of sincere affection to reach the hearts of those who touch each other's lives only in formal society, or who know nothing of each other's character except as gathered from occasional meetings when society demands studied restraints of the real self.

Let each sex test the other's strength in the class room and respect for real worth will take the place of sentimentalism. Acquaintance will be formed upon the higher plane.

Those experienced can tell of the happiness of a married life, the road to which lay through the class room, society halls and contests for intellectual supremacy which a coeducational college afforded.

Observation in coeducational work for nearly fifty years since my graduation warrants me in declaring the well-nigh universal happiness of those who have formed their life attachments during a period of study in coeducational institutions. Indeed, of married classmates or college mates I recall no instance of unhappy results.

Not many years since the opponents of opening a boys' school to the girls of the same city, based their opposition upon the injury to the moral character of the girls by permitting them to occupy the same class room with their brothers and the friends of their brothers. The natural inference must be that girls are too weak morally to withstand the temptations of male society, under the restraints of the best teachers both male and female. Such an argument is an insult to the girls or a stigma upon their brothers.

If I could so far forget my experiences, or so far shut out the light of observation as to entertain even the shadow of a suspicion that coeducation can in the least degree prove prejudicial to public morality or to womanly refinement, I would raise my voice loudly in favor of entire separation of the sexes in all our colleges. Says Ruskin: "The soul's armor is never well set to the heart unless a woman's hand has braced it, and it is only when she braces it loosely that the honor of man fails."

There remains one argument having greater weight with many than either of those thus far considered.

(3) Woman's physical nature demands a difference in treatment as to hours of study; as to times of physical exercise and the character of such exercise; as to regularity and uniformity of tasks assigned. Undoubtedly true. But give to the plan of coeducation its legitimate development—place in professional chairs, without distinction in salary, representative men and women and these differences will be recognized and dangers will be averted.

After all the danger is more apparent than real. A woman will study as a man does and will control the circumstances attending her. A woman will pursue her studies in a woman's way. Attempted prescription will end in disastrous failure. No two men pursue exactly the same methods in attainment of knowledge, as stated near the beginning of this article. A wide opportunity for choice is given, and it is but reasonable to suppose that woman regards her physical nature in making her choice. She has also had due regard to her future.

Can it be proven that woman's health is not endangered under the processes of coeducation?

A few years since the following facts were obtained from President Fairchild, of Oberlin, which was one of the earliest coeducational colleges in America. During a given period of years under review, he ascertained that of 84 female graduates 7 had died, 8¼ per cent. For the same period of 368 male graduates 34 had died or 9¼ per cent. So much for those who have entered active life after graduation. What can be said of those in the active pursuit of study? A school of 600 pupils ranging in age from 14 to 18 years—the majority girls—furnishes from its records the fact

that absences caused by ill health were for a year 1 per cent less in case of female than of male pupils, though the distance traversed varied from half a mile to 7 miles each day.

In scholarship young women bear off their full share of honors. Herein says Dr. Edes in the Boston Medical and Surgical Journal of March 9, 1882, the danger threatens woman. "What we are to name that impelling force which drives on the girl to pursue her studies with a tireless sort of energy it is not easy to say. It seems to be a compound of conscience, ambition, and a desire to please in varying proportions with a peculiar feminine sort of obstinacy, which in a better cause and reasonably directed would demand admiration rather than pity. A boy of moderate ability even with some ambition to do well is apt soon to realize his true position and content himself with such moderate scholastic honors as are easily within his reach. * * * In this he has an immense advantage over his sister, that he realizes at an early age that many avenues are open to him toward success, and in only a few of these is high scholarship of any advantage whatever."

Admitting this to be true, it is an argument in favor of coeducation since it is reasonable to suppose that the excessive sensitiveness of the girl will be checked in contact with the indifference of her brother educated at her side. But Dr. Edes would not be quoted as attributing the evils he depicts to coeducation, for he says further on: "On looking over my case books I have been surprised to find the same statements repeated again and again, namely, that the sufferer had taken the highest honors at some noted female college." All the cases he cites from his own practice have but few references to school life, but these few are to female seminaries. The same journal of November 24, 1881, gives a table of valuable statistics prepared by Dr. Tuckerman, of Cleveland, Ohio, for which the assistance rendered me by Dr. Lincoln, of Boston, is gratefully recognized. These statistics prove the futility of the argument under consideration.

For physical reasons it is certainly not good policy to cultivate in woman that "impelling force" which Dr. Edes finds it so difficult to define, and which his case book traces to "female colleges." Now is it well to encourage the indifference of the young man. If these tendencies are inherent in sex, might it not be best for both sexes that they be brought into mutual action, and that excessive sensitiveness be checked somewhat in its contact with too great indifference?

Separate schools quite naturally emphasize the tendencies of sex.

The presence of girls in my own class at the preparatory school gave me an inspiration, which was gradually lessened in power during my college course, when boys were my only classmates—boys over whose minds indifference gained gradual power as their years of exclusion advanced.

If no good argument can be adduced against the policy of coeducation in colleges, with either a psychological, physiological, or moral basis; and if it be agreed that under the present plan of organization young men and young women may be educated together as well as in the separate schools—then one strong plea may be made for coeducational colleges on the score of economy. Duplication of all essential equipments—libraries, laboratories, apparatus of a material nature—and of the sources of living inspiration within professional chairs can hardly be justified.

EXPERIENCE OF COEDUCATION AT BROWN UNIVERSITY, PROVIDENCE, R. I.

[Annual Report of the President, June 29, 1893.]

The educational privileges which the corporation at its meeting last June extended to women have been very welcome. Ten women have been pursuing studies in the graduate department the entire year, and the number of regular candidates for undergraduate examinations has been 39. All those who passed the freshman examinations last year are continuing their studies. Of the regular candidates for this year's freshman examinations there are 14. The remainder of the young women making up the 39 are not at present candidates for any degree, though several of them will become such. The scholarship of all is remarkably high, averaging a good percentage, better than that of our men students. The considerable number of women candidates for undergraduate examinations has induced some gentlemen in the faculty to institute means for a systematic preparation for these examinations. Classes are formed in all the branches elected, and they are instructed by the same men who have charge of the corresponding classes inside the university. There has thus sprung into existence a woman's college, technically and legally under the university only so far as its examinations are concerned, yet in effect a department of the university, so closely connected are examinations with the instruction therefor. * * *

While this establishment makes no drain whatever upon the university's financial resources, it adds greatly to its popularity and favor with the community. From present prospects another year will find no fewer than 100 women pursuing studies in connection with the university, either as full members of it, viz, in the graduate department, or as candidates for undergraduate examinations. Applications for registration begin to come in from a distance. In view of the rapid progress which this enterprise is making, I can not but request for it the most attentive consideration of this board and other friends of higher education. * * * The woman's department of the university requires and must soon have an ample, permanent home of its own, a well-endowed and commodious women's college, presided over by an accomplished lady principal. Not less than half a million dollars is needed for this purpose. The college must be part and parcel of the university, giving women students the full university status, and at some time so furnished, endowed, and equipped as to offer them every facility for education, physical and social as well as intellectual, now within the reach of male students. It may be confidently asserted that no other expenditure of half a million dollars could possibly advance the higher life of Rhode Island society in coming time so much as the erection of such a college.

GRADUATE DEPARTMENT OF YALE UNIVERSITY OPEN TO WOMEN.

[Report of the President for 1892, pages 30, 31.]

The plan proposed for the opening of the courses of the study in the graduate department which lead to the degree of doctor of philosophy to graduates of all colleges and universities, without distinction of sex, was mentioned in the last annual report. This plan was brought before the entire body of professors connected with these courses, and was fully considered and discussed by them, in the earlier part of the year. It was presented to the consideration of the members of the corporation at their meeting held in the month of March, and was favorably received by them, and, with unimportant modifications, adopted. The action by which these privileges were offered to graduates of the colleges for young women was everywhere appreciated very highly, as was made manifest both by the favorable comments of the public journals, and by the assurances which came from these colleges and their officers and teachers.

At the beginning of the new academic year twenty-three young women connected themselves with this department of university. They represent all the leading colleges which have been established especially for the education of women, and also some of the most prominent institutions in which young women and young men are educated together. Two of them received fellowships, and three other scholarships, according to the provisions made by the corporation, which were stated in the last report. All of them are pursuing, with much energy and success, the various branches of study to which they have devoted themselves.

STATUS OF WOMEN STUDENTS AT VANDERBILT UNIVERSITY.

[Register 1892-'93, page 29.]

Students by courtesy.—Young women who are not less than 16 years of age, and thoroughly prepared, will be admitted by courtesy to any of the courses of the academic department. They will be subjected to the same entrance examinations for the various courses and to the same rules as to attendance and performance of duty as young men. Though not formally matriculated, they will have the same privileges of instruction as young men, and on the completion of any full course leading to an academic degree will be recommended by the faculty for the same.

The fees will be: For a single course, $20; for two courses, $35; for three or more courses, $50; library fee, $5.

STATUS OF WOMEN STUDENTS AT COLUMBIA COLLEGE, NEW YORK, N. Y.

[Report of Acting President of Columbia College, New York, N. Y., 1889, page 16; also Barnard College Circular of Information, 1889-'90, page 4.]

The collegiate course for women.—This course, established in 1883, to meet an apparent public demand for the higher and better education of young women, has not in its present form proved successful. The college provided examinations, but required that preparation be made elsewhere. The women students desired instruction rather than examination. Accordingly, after an experience of five years, it has been decided

by the trustees to discontinue the collegiate course for women in its present form, and to approve the establishment of an associate but separate school, under the name of Barnard College, in which the instruction shall or may be given by the professors of the college under certain regulations and restrictions. This course will therefore be discontinued at the close of the present year, except for those who have already completed a part of the prescribed studies.

In accordance with this division funds were raised for the equipment and maintenance of a college for women.

The name, Barnard College, was adopted in grateful recognition of the faith and energy with which the late president of Columbia College, Dr. F. A. P. Barnard, for many years supported and promoted the cause of the higher education of women.

This connection of Barnard College with Columbia College was officially recognized by the trustees of Columbia College in March, 1889.

RADCLIFFE COLLEGE, UNDER THE AUSPICES OF HARVARD UNIVERSITY.

[From the Harvard Graduates' Magazine, March, 1894, pp. 329–342.]

On December 6, 1893, the board of overseers of Harvard College, by a unanimous vote, gave its consent to an arrangement to be made between the university and the Society for the Collegiate Instruction of Women. That arrangement had been approved by the president and fellows, and was set forth in certain votes which had been passed by the society and submitted to the president and fellows, and which were as follows:

"*Voted*, That it is desirable to change the name of this corporation (The Society for the Collegiate Instruction of Women) to Radcliffe College, and that proper legal steps be taken to effect that change.

"*Voted*, That it is desirable that this corporation give degrees in arts and sciences, and that a committee of 3 persons be appointed by the president to take steps to obtain from the legislature the necessary power.

"*Voted*, That the president and fellows of Harvard College be, and hereby are, made and appointed the visitors to this corporation, and are hereby vested with all visitorial power and authority as fully as if the same had been originally conferred upon the said president and fellows by the charter or articles of association of this corporation. This vote shall take effect upon an acceptance by the said president and fellows of the powers hereby conferred, but with the provision that said president and fellows at any time may abandon and surrender or limit such powers upon notice to this corporation.

"*Voted*, That no instructor or examiner of this corporation shall be appointed, employed, or retained without the approval of the visitors of this corporation, manifested in such way as said visitors may prescribe.

"*Voted*, That in case the president and fellows of Harvard College accept the powers conferred by the foregoing vote the said president and fellows be requested to empower the president of Harvard University to countersign the diplomas of this corporation and to affix the seal of Harvard University to said diplomas."

By the arrangement embodied in these votes and now accepted and approved by the governing boards of the university, Harvard assumes definite and official relations with the work which has been prosecuted for some time in Cambridge under the popular name of the Harvard Annex. (Pp. 329–330.)

* * * * * * *

In this year, 1894, the annex enters into a declared connection with the university. It has become plain to everyone that the institution had passed its phase of private experiment, and was entitled to some formal recognition by the university.

What shape this should take was a question with many difficulties, for the university scheme had no place ready for the newcomer. Two or three main points were gradually developed by discussion.

In the first place, of course, no one wanted to incorporate the annex bodily into the university, and mingle its students with the young men. It was plain that the young women must be separately cared for, and that their household concerns and domestic economy must be in the hands of a board composed, at least in part, of women. Furthermore, the president and fellows of Harvard College were unwilling to add to their administrative work, already excessively heavy, by taking charge of the property or attending to the executive details of another enterprise, and they preferred, for general convenience, to commit to a distinct body the management of an undertaking which was to be detached, in many respects, from the present organization of the university

It resulted from these considerations that the college for women should have a separate organization, formally independent, and distinguished by its own title. Such a separation does not preclude any relation which the university may wish to establish between itself and the new college, nor prevent changes in that relation whenever they may be found desirable. A college on this footing may hereafter stand toward the university in a position closely analogous to that held by a college in an English university.

What should be the nature of the connection between the two bodies was the next question and the chief one. The university was entirely ready to assume the control of the work of teaching, the most vital matter for the women's college, and to establish, formally and officially, what had hitherto been informally permitted as a private arrangement, that the instructors of the women's college should be already actually in the university, or specially approved by it, and that the standards and examinations should be identical in the two. It was not easy to express or define this arrangement by a comprehensive phrase. It finally took the form of a visitorial power, to be assumed by the university over the new college. This power is, of course, but vaguely described in the word visitorial, but it is nevertheless, in fact, most substantial, and with the understanding which has been established by fifteen years of experience it is effectual and insures a close union in essential matters. In this view the vagueness of the term is, and was meant to be favorable to the growth of whatever further connection may hereafter be developed.

Some anxiety has been expressed by eager advocates of women's education because the university has not made a formal contract, nor specified in what way it will exercise its powers, nor enumerated the privileges it will give to women, nor even fixed the time for which it will abide by the new arrangement, which, on the contrary, is expressly made terminable at its pleasure. But the want of definite articles of agreement is by no means a ground of apprehension to those who know the history of the annex and appreciate how fully it is already a part of the university through adoption by the faculty, which is for this purpose the university. No one who understands university methods, and especially the character, traditions, and policy of Harvard College will be disturbed by the fear that she will abandon a work to which she has set her hand or allow it to languish. The very want of precision and limitation in the terms of the arrangement indicate a union, not a contract, and is an assurance of intimacy and identical interests in the one essential matter of education. The change from a private cooperative plan of individual professors to an officially determined connection with the university is a vital change for the annex and practically fixes it as a part of the university, whether in the present form or some other.

The question of university degree remained, and this was met in the only way now practicable. The graduates of the annex have always had a not unreasonable feeling of deprivation in that their thorough and systematic work, fulfilling the highest standard of college work in the country, was not marked by any degree or title, while the same work brought to men the distinction of a Harvard degree. The annex certificate did represent, to those who were well informed, the fact of education, but the symbol is also valuable, and is even of material value, for high employment as teachers is more readily offered to those who have a college degree.

The corporation of Harvard College, however, was not prepared to offer to women the university degree of bachelor of arts, and it must be admitted that there is reason for caution before taking a step so important and so irrevocable. Such a degree would probably at once attract a large number of women, and it is not clear how the scheme could stand a sudden accession of large numbers. To make anything like an impartial sharing of the resources of the university would cripple the present work for men even if no law or principle forbade such an application of the funds and property now devoted to the education of men alone. Nor is it clear that the opinion of the graduates and friends of the university is yet so settled as to justify this departure from the established constitution of the university.

In view of these and other considerations, the corporation of the university declared itself unwilling to offer its A. B. degree. It was, however, willing to give to the young women a formal certificate, establishing their position at even grade with the Harvard bachelor of arts by graduation from the college which Harvard University is to supervise. The degree, therefore, is to be that of the new college, but countersigned by the president of the university and bearing the university seal. Exactly what shall be the form of that degree has not been determined, but it is not likely to be less explicit than the certificate now used, as given above, in stating that the recipient has accomplished the full measure of undergraduate work which entitles a student of the university to its bachelor's degree. If experience of the new arrangement with the women's college shall hereafter justify any further recognition of its graduates the university is likely to be ready to advance along the path on which it has now entered.

The matter of graduate instruction for women has not been made the subject of any definite arrangement, for the reasons given above, namely, that this is now com-

plicated, for the university, with question of laboratory accommodation, and the readiness of individual professors to arrange classes at once for women. Such classes are now made up in special cases, and difficulties in this direction are sure to decrease with the adjustments which grow with experience, especially if money is furnished for a better provision of apparatus. It is expected that the opportunities for graduate work will be much extended under the care of the university, and to this extension the opinions of many members of the university faculty are known to be favorable.

The plan embodying the main features stated above was informally submitted by the president of the university to the faculty, and was heartily assented to by them, and this assent secured the continuance of that indispensable support upon which the annex has hitherto relied. It is this arrangement which, embodied in the votes of the society as given above, is now approved by both the governing boards of the university.

It now remains only to obtain an act of the legislature changing the name of the society, and giving it the power to confer degrees, and to enter into the proposed connection with the university. The society being already incorporated, no charter is sought. The act proposed does not fix any unalterable relations between the women's college and the university, but merely authorizes the former "to confer at any time upon the president and fellows of Harvard College such power of visitation, and of direction and control over its management, as the said corporation may deem it wise to confer and the said the president and fellows may consent to assume." This will leave it open for the university to adopt hereafter any arrangement it may choose, and to change the plan as experience may show to be desirable.

COEDUCATION AT THE UNIVERSITY OF TENNESSEE.

KNOXVILLE, TENN., *April 30, 1894.*

MY DEAR SIR: Replying to your communication of the 26th in regard to the working of coeducation in this university, allow me to say:

(1) It has been tried only one year, but so far as may be judged by that there is no occasion to regret its adoption.

(2) Fifty young women—not under 17 years of age—have been admitted, and both in quality and quantity of work they rank above any 50 of the male students of the same age and class.

(3) It is fair to say that I think the large majority of those who applied for entrance this (the first) year are, in spirit and purpose, if not in capacity, above the ordinary average that one could expect. They have seemed anxious to do nothing that would bring the plan into disrepute.

(4) No changes in courses were made for their benefit and no additional expense incurred by their admission beyond the fitting up of a suitable building for their occupancy during the day when not at lectures. They board in approved private families in the city.

(5) A prudent watchfulness is exercised to forestall any imprudence or indiscretion, but that is all. It is our policy not to keep a boy who has to be watched, and that policy will be emphasized in case of women.

(6) They have given no trouble in the discipline, and their general influence in class and university life has been salutary.

Very respectfully,

T. W. JORDAN,
Dean and Professor of Latin University of Tennessee.

Dr. W. T. HARRIS,
Commissioner of Education, Washington, D. C.

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CHAPTER XXVII.

EDUCATION OF THE COLORED RACE.

Public school statistics, classified by race, 1891–'92.

	Estimated number of persons 5 to 18 years of age.		Percentage of the whole.		Enrolled in the public schools		Per cent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama *a*	290,935	249,291	53·85	46·15	186,125	115,490	63·98	46·33
Arkansas	302,000	117,300	72·06	27·94	187,261	64,191	61·87	54·71
Delaware	39,830	8,080	81·60	18·40	28,316	4,859	71·03	54·07
Dist. of Columbia	42,320	23,280	64·51	35·49	25,198	14,490	59·51	62·34
Florida	78,150	61,050	55·79	44·21	57,181	36,599	73·13	59·07
Georgia	347,020	325,680	51·59	48·41	240,979	156,336	69·43	48·19
Kentucky	535,000	91,800	85·38	14·62	332,160	57,700	61·97	62·86
Louisiana	190,930	*203,370	48·42	51·58	80,072	59,261	42·40	29·15
Maryland	242,120	66,880	77·62	22·38	154,855	34,274	63·97	49·10
Mississippi	197,700	488,000	40·71	59·29	161,986	178,941	81·92	62·13
Missouri	619,540	49,800	94·26	5·74	466,286	34,513	73·93	69·20
North Carolina	384,650	218,650	62·52	37·48	215,979	118,439	59·21	54·04
South Carolina	164,330	275,770	37·34	62·66	92,440	113,219	56·25	41·06
Tennessee	467,700	157,800	74·77	25·23	380,456	107,051	81·34	67·84
Texas	644,000	197,200	76·55	23·45	395,547	132,797	61·42	67·33
Virginia	339,360	241,440	58·43	41·57	218,046	116,700	64·52	48·34
West Virginia	255,700	10,500	96·04	3·96	194,332	6,457	76·00	61·23
Total	5,322,805	2,500,851	67·26	32·74	3,558,909	1,352,816	66·87	52·21

	Average daily attendance.		Per cent of enrollment.		Length of school year in days.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama *a*	110,311	72,156	59·27	62·48	73·9	72·8	4,182	2,136
Arkansas							4,488	1,173
Delaware	*b* 19,746	*b* 2,947	69·74	60·66	*b* 168	*b* 126	734	106
Dist. of Columbia	18,929	10,833	75·17	74·75	185	185	502	283
Florida							2,006	776
Georgia	142,289	91,942	59·04	58·63			5,383	2,731
Kentucky	210,684	35,508	63·43	56·34	*c* 180	*c* 100	8,204	1,296
Louisiana	56,372	40,103	69·63	67·06	109·8	90·8	2,256	930
Maryland	98,007	17,056	58·82	49·76	184·9	179·6	3,384	667
Mississippi	96,818	100,457	59·77	56·14			4,034	3,288
Missouri							13,034	711
North Carolina	132,001	66,740	61·14	55·87	63·3	60·7	4,524	2,426
South Carolina	67,934	80,827	73·50	71·38			2,611	1,787
Tennessee	274,482	75,001	72·15	70·07			6,783	1,829
Texas	261,549	74,708	66·11	56·25	107·3	100·8	8,047	2,274
Virginia	123,546	62,481	56·43	53·54	118	118	5,752	2,041
West Virginia	124,181	3,863	63·90	59·83			5,560	187
Total			*d* 63·77	*d* 60·09			83,325	24,741

a In 1890.
b Approximately.
c Average of most of the schools.
d Average of 14 States.

SECONDARY AND HIGHER INSTITUTIONS FOR THE COLORED RACE, 1891-'92.

States and Territories	Normal schools.					
	Schools.	Teachers.	Pupils.			
			Normal.	Secondary.	Elementary.	Total.
Alabama	5	67	780	95	1,395	2,270
Arkansas	3	15	407	.....	8	415
Florida	1	6	79	.....	.....	79
Georgia	1	5	43	.....	.....	43
Louisiana	3	18	142	.....	.....	142
Mississippi	3	39	191	.....	504	695
Missouri	1	7	42	163	.....	205
North Carolina	6	28	434	22	313	769
South Carolina	3	24	83	153	620	856
Tennessee	6	37	392	125	676	1,193
Texas	1	9	34	.....	140	174
Virginia	2	43	456	.....	277	733
West Virginia	1	7	171	.....	.....	171
District of Columbia	2	19	222	.....	.....	222
Other States	.....	.....	75	.....	.....	75
Total	38	324	3,551	558	3,933	8,042

States and Territories.	Institutions for secondary instruction.					Universities and colleges.					
	Schools.	Teachers.	Pupils.			Schools.	Teachers.	Students.			
			Secondary.	Elementary.	Total. a			Collegiate.	Secondary.	Elementary.	Total.
Alabama	5	24	46	315	815	1	8	12	.....	.....	191
Arkansas	5	21	.....	.....	901	1	13	7	30	292	329
Florida	2	10	44	539	583	.....	.....	.....	.....	.....	.....
Georgia	11	65	226	1,562	3,563	2	41	16	168	716	900
Kentucky	2	11	.....	.....	277	1	15	31	77	225	333
Louisiana	2	19	6	193	274	4	71	12	115	1,602	1,729
Maryland	1	5	.....	.....	84	1	10	4	49	137	190
Mississippi	6	32	257	435	910	2	21	97	143	230	470
Missouri	1	2	54	11	65	.....	.....	.....	.....	.....	.....
North Carolina	9	43	209	933	1,721	3	33	129	120	267	803
Ohio	.....	.....	.....	.....	.....	1	9	21	30	114	165
Pennsylvania	1	6	50	250	300	1	14	143	63	.....	206
South Carolina	12	60	104	596	3,289	2	37	29	185	240	1,034
Tennessee	5	25	.....	.....	755	4	77	96	221	1,015	1,332
Texas	4	39	305	688	1,219	1	12	30	.....	.....	215
Virginia	6	34	90	603	1,403	.....	.....	.....	.....	.....	.....
District of Columbia	.....	.....	.....	.....	.....	1	8	27	55	.....	82
Other States	.....	.....	69	.....	69	.....	.....	137	.....	.....	137
Total	72	396	1,460	6,125	16,237	25	369	791	1,256	4,838	8,116

States and Territories.	Schools of theology.			Schools of law.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
Alabama	3	6	70	.....	.....	.....
Arkansas	1	1	17	.....	.....	.....
Georgia	2	9	94	.....	.....	.....
Kentucky	1	1	10	.....	.....	.....
Louisiana	3	6	32	.....	.....	.....
Maryland	1	2	8	.....	.....	.....
North Carolina	3	8	74	1	1	9
Ohio	1	3	10	1	3	3
Pennsylvania	1	8	28	.....	.....	.....
South Carolina	1	4	5	1	2	4
Tennessee	2	4	38	1	5	8
Virginia	1	4	60	.....	.....	.....
District of Columbia	2	9	87	1	5	77
Other States	.....	.....	44	.....	.....	19
Total	22	65	577	5	16	119

a Totals larger than sum of elements because in some schools the whole number of pupils only was given.

Higher institutions for the colored race, 1891-'92—Continued.

States and Territories.	Schools of medicine, dentistry, and pharmacy.			Schools for the deaf, dumb, and blind.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
Arkansas	1	1	10	2	20	36
Florida				1	4	13
Georgia				2	17	48
Kentucky				2	23	57
Louisiana	1	12	22			
Maryland				1	5	39
Mississippi				1	9	25
Missouri				2	32	18
North Carolina	1	7	73	1	10	60
South Carolina				1	5	23
Tennessee	1	13	137	2	17	40
Texas				1	4	83
District of Columbia	1	18	137			
Other States			78			139
Total	5	51	457	16	146	581

Number of each class of schools for the colored race, and enrollment in them.

Class of institutions.	Schools.	Enrollment.
Normal schools	38	
Normal students		3,551
Secondary		558
Elementary		3,933
Total		8,042
Institutions for secondary instruction (including elementary pupils)	72	16,237
Universities and colleges	25	
Collegiate students		791
Secondary		1,256
Elementary		4,838
Total (including unclassified)		8,116
Schools of theology	22	577
Schools of law	5	119
Schools of medicine, dentistry, and pharmacy	5	457
Schools for the deaf and dumb and the blind	16	581
Grand total	183	34,129

Universities and Colleges for the Colored Race.

There are twenty-five universities and colleges, located mainly in the Southern States, devoted to the education of young men and women of the colored race. These twenty-five institutions have grounds and buildings estimated at $3,054,433, and they have permanent productive funds to the amount of $757,446. The two universities in Atlanta, Ga., have property valued at half a million dollars, while the three in Nashville, Tenn., have property valued at considerably more than half a million, Fisk University alone having a valuation of $350,000. Lincoln University, Pennsylvania, has property valued at $185,000 and an endowment of $237,450.

The most salient point in connection with colored education in professional schools is the rapid increase in the number of students engaged in the study of medicine and law in the last few years. In theology the number has not increased of late years; in fact, there seems to have been a slight decrease. In 1886–'87 there were 933 theological students; in 1889–'90 there were 734; in 1891–'92 there were 577. In the law schools, however, the number has been increasing; 81 students in 1886–'87 and 119 in 1891–'92. But in the medical schools we find a still larger increase; 165 students in 1886–'87, 310 in 1889–'90, and 457 in 1891–'92. It is very probable that there will be an increase for some years in all of these lines, for, notwithstanding the occasional averment of moral obliquity in some of the clerical order, the devout will only recognize the greater need of earnest, consecrated men to proclaim the saving truth and to establish the people in the paths of rectitude, while the less punctilious will feel that there should be more of that charity which hopeth all things and is not easily

provoked, and all will be attracted by the opportunities of coming before the people and exercising the oratorical gifts which they so frequently possess. It is but natural to expect, too, that the thousands of colored people will furnish employment to many of their race both in healing the sick and in representing their claims in the courts, and so long as there shall be room for more in these pursuits the candidates will probably not be lacking.

For the last three years the number of students reported as engaged in collegiate studies has been about 800. The question may be asked, why is it there are not more collegiate students when there are twenty-five universities and colleges prepared to receive them? In the first place, a large number of colored boys and girls, especially those living in the rural regions, do not have the opportunity of finishing even the elementary studies with much success, on account of the brief term of three to five months in the public schools and the defective instruction imparted therein. This eliminates a very large number of possible candidates for higher education. In many of the schools for white children, when the public term expires, the school is continued without interruption, each pupil paying a small tuition fee; but heretofore the colored people have not been able to continue their schools in this way.

Again, in the Southern States it is comparatively easy for a young colored man of energy and a good secondary education to find employment which at once enables him to begin saving up something and to get a start in the world. When he once begins to accumulate means, the desire to increase the amount comes to him just as to others, and consequently he soon has plans formed in which further education is not considered, especially when he sees that it would take several years to secure the funds and finish the course. He naturally concludes to let well enough alone. As there are comparatively few colored parents able to bear the expense of sending their children through a college course, those who are qualified to begin higher studies fall in the number just mentioned and do not attend for the reasons before stated.

The work of the colored universities and colleges, therefore, is at present to a large extent, below the grade of a university, but they are now only laying the foundation of their future work. Many of their students who are grown young men and women are only engaged in secondary work, and they are entitled to commendation for that degree of progress. The colored boy in getting an education encounters many difficulties. The school which he first enters probably continues three or four months; the rest of the year he labors at whatever he finds to do, and if he fortunately gets a good place he probably keeps it for a year or two. Then he spends another short term in a school which probably scarcely deserves to be called a school, the teacher incompetent, no apparatus whatever, possibly not a single blackboard, and children of all ages and sizes crowded into a building seemingly constructed to avoid any financial loss when the cyclone shall have leveled it to the ground. After several years spent in this haphazard way of getting an education, he resolves to enter a college, but as his parents have little means, he has to work his way through. But all through the course and in after years he labors under difficulties on account of his defective elementary education. But notwithstanding the difficulties under which they labor, many young colored men manage to acquire a very valuable training.

"A law student at Shaw University helped to support a widowed mother and worked his way up, teaching a school of 80 scholars 4 miles in the country, walking both ways, and yet studying law and reciting at night, nearly a mile away from home. He was finally graduated with honor and admitted to the bar, sustaining decidedly the best examination in a class of 30, all the others white, mostly from the North Carolina State University, and he as black as you will often see, yet complimented without stint by his white competitors and by the chief justice himself." [*American Missionary, June, 1893.*

While the controversy is going on as to whether the negro is capable of receiving the higher education, and while many reasons are being advanced why he is not, the colored man himself is saying nothing about it, but is going forward learning all he can and endeavoring to increase the number of object lessons with which the theorist must contend. The number of highly educated colored ministers, lawyers, doctors, and educators is small, indeed, as yet, and they are scattered over a wide expanse of territory, but each year sees the number increasing, for the very rarity of the highly educated colored man is best known by his own race, and hence when they see one of their number possessing talents so cultivated as to command the admiration of all, or when one of them is able to secure a position of high honor and distinction, it is observed by none more quickly than by the colored people themselves. One colored man in the House of Representatives of the U. S. Congress will excite a thousand hopes and aspirations in the breasts of his admiring friends, and for every one who is thus able to rise to distinction hundreds of others will enter the doors of some university or college resolved that if they shall not be able to reach the acme of their ambition, they will at least attain to the highest point their oppor-

tunities and diligence will permit them. The colored parent, too, will be stimulated to give his children the advantage of every educational facility possible, even though he recognizes that it will require great sacrifices on his part, for he feels that in so doing he will be assisting in the elevation of his race, something in which he takes a personal interest.

NORTHERN AID TO COLORED SCHOOLS.

The great work of educating the colored race is being carried on mainly by the public schools of the Southern States, supported by funds raised by public taxation and managed and controlled by public school officers. The work is too great to be attempted by any other agency, unless by the National Government, the field is too extensive, the officers too numerous, the cost too burdensome. Societies and churches may temporarily take hold of places neglected by public-school officers and show by their work what is needed, but they can not attempt the work legitimately belonging to the public schools. This aim is kept steadily in view by the societies which have been long engaged in helping the colored child lift itself up in the world and begin work on a higher plane.

But while the work as a whole can be carried on only by public taxation, it is being aided very substantially by the societies and churches in the Northern and Western States, which have had their missionary teachers engaged there since the first opportunity was offered them, even before the war had ended. Most of the aid given by these States goes through the regular channels of some organization, but there are quite a number of colored schools which depend entirely on appeals to individuals for help.

At the close of the war the different denominations began to vie with each other in the education of the freedmen, who had hitherto not been allowed in a schoolroom. Young men and women full of missionary spirit left home and friends to go into distant parts of the South to educate children, parents, and grandparents, for they were all in the same classes, and they began at the beginning. These teachers soon found that it required a missionary spirit indeed, for there was something of pathos as well as romance in the work. Now, scattered all over the South, at one place representing one denomination, at another place some other denomination or society, are to be found schools filled to overflowing with eager learners, taught generally by teachers selected for their competency and missionary zeal. These schools are not intended to antagonize the public schools. Generally they are of a higher grade than the public schools, and when not they serve as model schools and are carried on in a way to enable needy children to work out an education. Not only have such schools been established and maintained and help given to deserving pupils, but with almost every school a church has also been established to furnish religious instruction. But reference is intended to be made here to school work only.

The Freedmen's Aid Society of the Methodist Episcopal Church was one of the earliest to enter upon the work of colored education, and it is now one of the most important factors in the work. The extent of its effort among colored people in 1892–'93 is indicated by the following summary of institutions, teachers, students, and property: Schools, 23; teachers, 214; students, 5,396; property, $1,183,000. In addition to the regular teachers, 165 practice teachers were employed from the normal departments. Its expenditure for colored schools in 1892-'93, after deducting tuition fees paid by the pupils and the amount paid by the State of South Carolina to the agricultural school at Claflin University, was about $200,000.

Another very important factor in the work is the American Missionary Association, one of the pioneers in entering upon this work of education and one of the largest contributors up to the present time. The Daniel Hand fund, amounting to $1,000,894, was placed in the hands of this association by Mr. Hand himself, while still living, and the income (but the income only) is to be used in educating colored boys and girls in the recent slave States.

The John F. Slater fund is held by a board of trustees, of whom Dr. J. L. M. Curry is the general agent, and the income is distributed to various schools, but not necessarily to the same schools each year. It is intended mainly to supplement local funds and to stimulate local effort. The Peabody fund also aids very materially in this work.

The Board of Missions for Freedmen of the Presbyterian Church is taking an active part in the education of the colored race. During the year 1892–'93 it had 86 schools, 15 of them being boarding schools, 252 teachers, and 10,520 pupils. Biddle University, Charlotte, N. C., Scotia Seminary, and Mary Allen Seminary were among those supported by it. Schools have also been established by the Baptists, Lutherans, United Presbyterians, Catholics, Episcopalians, and Friends.

There is a wonderful contrast in the character of the schools established for colored children. Many of the schools, especially those in the remote rural regions, are as defective as one could imagine a school to be; but, on the other hand, most

of those established by the missionary societies, are better managed a better class of teachers. These teachers have generally been educa best Northern schools, and coming as they do from different States, bine the best methods of different schools. Frequently, too, they have t the work from philanthropic motives and are filled with aspirations not c vate the intellectual capacity of their pupils, but to implant in them ennobling principles, and by means of this training given at school to e entire race. In some cases these teachers have refused much larger salari to continue what had become to them a labor of love; they preferred th tion of helping to build up a race rather than to enter into the contest fo

SCHOOLS CONDUCTED BY COLORED INSTRUCTORS.

That the institutions for the colored race are beginning to accomplish t for which they were mainly founded, namely, that they might train up the colored people from their own race—preachers, teachers, doctors, law is shown by the fact that there are now some institutions of high gra growing popularity that are conducted entirely by colored instructors, are educating others who will be able to fill their places with equal if n success. While many schools are being conducted wholly or in part teachers, a few conspicuous examples are given of what they sometimes a

Allen University, Columbia, S. C., was established in 1881 by the Afri dist Episcopal Church, and has been conducted solely by colored teach the very first it has enjoyed great success, and during the year 1891-'9 an attendance of 465 students.

In Biddle University, Charlotte, N. C., all of the eleven instructors ex the industrial department, are colored. This institution ranks among th in the land for colored education of high grade. Although it is a school students and taught by colored teachers, it has some of its strongest frie the white people who live in that part of the State, and who are thei acquainted with the work accomplished by it. Senator Zebulon B. Van Drury Lacy, lately president of Davidson College, North Carolina, have s as accomplishing great good for both the educational and religious wel race. (Further notice of this school on page 869).

One of the most conspicuous results of colored enterprise and ability kegee Normal and Industrial School, of Tuskegee, Ala. This institu achievement of Mr. Booker T. Washington, a graduate of the Hampton No tute. Opened in 1881 with 1 teacher and 30 pupils, it attained such succ 1892 there were 44 officers and teachers and over 600 students. It also owr estimated at $150,000, upon which there is no incumbrance. Gen. S. C. said of it: "I think it is the noblest and grandest work of any colored land. What compares with it in genuine value and power for good? I Hampton plan, combining labor and study, commands high respect from flies no denominational flag, but is thoroughly and earnestly Christian; debt, well managed and organized." In Alabama Mr. Booker T. Washing ognized by all as one of the leaders of the race, *facile princeps*. His effort ence are not confined to building up and sustaining the large institutio has established. Several conventions of leading colored men have been h kegee, at his suggestion, to consider ways and means for the moral, educa financial elevation of the colored people in general.

INDUSTRIAL INSTRUCTION.

Most of the colored institutions bear a close resemblance to a large which carries on the work of education, the cultivation of the farm, the b repairing of houses, the raising of cattle, and in which the pupils are fu object lesson in the proper management and conduct of a household of form part, and can therefore continue afterwards when opportunity sh itself.

Tougaloo University, Mississippi, for instance, is situated about half a the Illinois Central Railroad, and 7 miles north of Jackson, the capital o The grounds embrace about 500 acres of land, and furnish a temporary family of about 200 persons, who have built the houses in which they live the large quantities of corn, wheat, potatoes, fruits, and vegetables ne supply their table, who raise their own cattle, milk their own cows, cook food, laundry their clothes, and, lastly, provide for their own instruc word, they are, to a large extent, independent of the rest of the world. T of training is the kind specially needed by them, for, on account of th circumstances, they are too little acquainted with model home and family

having felt and learned to appreciate its elevating influences, however, they have an ideal to which they ever afterwards aspire and without which they can never rest contented.

Moreover, the education they receive in these collective households will enable them to earn good wages, teach them how to use their earnings to the best advantage, and consequently they will in all probability have the opportunity of carrying out on a smaller scale their ideal home methods.

In fact, the desire to own a home is already quite common among the colored people, and that many of them are beginning to do so is shown by the great increase during the last decade in the amount of property which they own in Georgia. In that State there is kept a separate account of the assessed property of colored people. In 1882 the amount of assessed property held by colored people in Georgia was $6,589,876; in 1892, the amount was $14,869,575, an increase of more than 100 per cent.

In Claflin University, South Carolina, is to be found the same family life as that of Tougaloo University, but on a still larger scale.

Although specially adapted to the needs of the race, it is probable that this method of conducting an educational institution was not selected as being the most desirable, but rather because it was well recognized that in no other way could the attendance of a large number of students be expected. What would be regarded as a very moderate cost of education in most of the institutions for white students would have been beyond the reach of most colored students, but by the plan adopted at Claflin the expenses for board and tuition are reduced to $8.50 per month, and at Allen University to $5.50 per month. Quite frequently, too, part of these expenses is paid by manual work, either for the institution or for adjacent residents. It is by reason of this low cost of education that we find over 600 boys and girls attending Claflin University, and in fact that we find all of the colored schools filled to overflowing. Many of the students begin a school year with about as much means as would be thought sufficient for a month or two, but they manage to pull along the entire year, and after three more months of work, instead of that much time spent in idleness, they are again found on the grounds of the institution, happy on account of their growing independence and ability. They have no fear of not being able to find some work to do, for they know how to work and above all are willing to work, and when one possesses these two qualifications he will rarely lack employment.

INSTITUTIONS FOR THE COLORED RACE.

Value of grounds and buildings and amount of permanent productive funds, in 1891–'92.

Institutions.	Value of grounds and buildings	Amount of permanent productive funds.
Selma University, Selma, Ala	$30,000	.....
Philander Smith College,* Little Rock, Ark	20,000	.....
Howard University, Washington, D. C	400,000	$185,000
Atlanta University, Atlanta, Ga	207,000	27,873
Clark University, Atlanta, Ga	250,000	.....
Berea College, Berea, Ky	125,000	100,000
Leland University,* New Orleans, La	150,000	95,000
New Orleans University, New Orleans, La	100,000	.....
Southern University,* New Orleans, La	33,533	.....
Straight University, New Orleans, La	100,000	.....
Morgan College,* Baltimore, Md	45,000	22,000
Rust University,* Holly Springs, Miss	40,000	.....
Alcorn Agricultural and Mechanical College, Rodney, Miss	51,400	.....
Biddle University,* Charlotte, N. C	80,000	.....
Shaw University, Raleigh, N. C	175,000	31,000
Livingstone College,* Salisbury, N. C	100,000	.....
Wilberforce University, Wilberforce, Ohio	92,500	20,623
Lincoln University,* Lincoln University, Pa	185,000	237,450
Allen University, Columbia, S. C	20,000	8,000
Claflin University, Orangeburg, S. C	100,000	.....
Knoxville College, Knoxville, Tenn	75,000	500
Central Tennessee College, Nashville, Tenn	90,000	15,000
Fisk University, Nashville, Tenn	350,000	15,000
Roger Williams University, Nashville, Tenn	200,000	.....
Paul Quinn College,* Waco, Tex	35,000	.....
Total	3,054,433	757,446

* In 1889–'90.

Lincoln University, Pa.—Rev. W. P. White, in Church at Home and Abroad says: Of institutions making the advanced education of colored youth and their training as teachers and preachers to their own people a chief end and aim, one of the foremost, as well as the earliest established, is Lincoln University.

It is located in eastern Pennsylvania, on the line of the Philadelphia and Baltimore Central Railroad, 46 miles from Philadelphia and 61 miles from Baltimore. No better physical or geographical location could be found.

It is near enough to the border line of the South to be easily accessible to the great majority of those needing and desiring its benefits, and yet far enough from the associations and influence to which they have all their lives been subjected.

It was founded in 1854, six years before the war which gave emancipation to the colored race. During this period it had to contend with prejudice strong and bitter. The negro's right to be a man and to receive the blessings which Christ offers freely to every race was not then so universally admitted.

Previous to 1864 it was known as Ashmun Institute, but in that year an amended charter, with additional privileges, was obtained for it, and a new name was assumed, one that will be forever linked with the freedom of the negro and with the most eventful crisis of American history.

Since then the institution has grown largely in resources, in influence, and in adaptability to the end for which it was established. The results of its work will compare favorably with those of any institution of like age in the history of our country. Five hundred young men have been sent from the preparatory department and from the lower classes of the collegiate department, many of whom are engaged in important positions as teachers in the Southern States.

Nearly 400 have been graduated from the collegiate department after a course of instruction extending through four and in many cases seven years. Most of these graduates are engaged in professional and educational labors in the South.

About 200 have graduated in the theological department and received ordination as ministers in different evangelical denominations. Thirteen have gone to Africa as missionaries of the cross.

The institution has so commended itself to noble men and women of wealth during the past twenty-five years as to lead them to place it upon a firm financial basis, thus securing to it a large degree of success in its work.

Mr. Fayerwether, in including it, a few years since, with other representative institutions of the land, for a share in his munificent bequest to the extent of $100,000, testified in the most striking way to its importance and usefulness.

The campus or grounds of the university consist of 78 acres, on which are four dormitories for students; Livingston Hall, for commencement assemblies, capable of seating 1,000 persons; University Hall, a four-story building, containing eighteen rooms, designed largely for recitation and class purposes, carefully constructed and conveniently arranged, and surmounted by a revolving observatory for the reception of the telescope recently presented to the university; and the Mary Dod Brown Memorial Chapel, containing an audience room for Sabbath services, seating 400 persons; a prayer hall for daily use, communicating with the chapel by sliding frames, and two class-rooms similarly connected with the prayer hall.

The nine professorships, including the president's chair, are all endowed and filled by able and efficient scholars and teachers.

For twenty-seven years Rev. Isaac N. Rendall, D. D., has been its president, and to his eminent fitness for the position is owing largely its success and present proud position among institutions of its kind.

The connection with it in earlier years, as instructors, of such men as Revs. E. E. Adams, E. R. Bower, Thomas W. Cattell, and Casper R. Gregory served to give it its wide reputation.

Each successive year of its history has brought to it an increased number of students, until now 240 crowd its halls and tax to the utmost its measure of accommodation and means for their support. These 240 students represent twenty-two States of the Union, the West Indies, South America, and Africa. Among them are seven sons of alumni. Three-fourths of them at least are professing Christians. Perhaps one-half of them will study for the ministry.

In their eager desire for knowledge and in their aptness of reception of it, in their application to study and their readiness in recitation; in their observance of the rules of the institution and in the conduct of their devotional meetings, little difference is observed between them and those of white institutions.

From the Howard Quarterly, January, 1893.—The fact that the 141 colored students in white colleges keep up with their classes without difficulty, and in many cases have been the recipients of special honors for proficiency in their studies, shows that they can pursue these higher branches with a success equal to that of their white classmates. Many individual examples may be cited besides that of the colored class orator of Harvard two years ago. The last one is from the Chicago University, where a colored girl led the entire entrance class in the December examinations. and

received a very substantial reward in a scholarship which will pay all expenses of the four years' course. This young lady prepared for college at Howard University.

Private schools should not antagonize public schools.—J. L. M. Curry: In some of the towns and cities there is, possibly, an unwise multiplication of denominational or independent schools. Christian denominations are rivals in their establishment, in getting the largest number of pupils, and in making the most attractive exhibition. It seems to be a weakness and an error common to all to seek to catalogue as many names as possible. The aggregate means not the habitual and average attendance, but all who, for any time, one day or several months, have matriculated. This militates against the usefulness and popularity of the free schools. In so far as these institutions, not under State control, impair the efficiency of, or divert attendance from, the public schools, they are mischievous, for the great mass of children, white and black, must, more in the future than at present, depend almost exclusively upon the State schools for the common branches of education. These schools, permanent, not subject to caprice or varying seasons, incorporated into the body politic, into the organic law, must be the chief factor in the education of the people. At great sacrifices, the Southern States have provided means of education, constantly improving and enlarging, for the colored children. The large number at school, over 1,200,000, is the proof that no obstacles are thrown in the way of their getting such rudiments as the common schools impart, and of occasionally rising to higher grades. An educational charity would sadly fail of its purpose if any, the least impediment were placed in the path of free shools.

George R. Smith College, Sedalia, Mo.—The cornerstone of George R. Smith College was laid June 1, 1893, Rev. J. C. Hartzell, of the Christian Educator, being master of ceremonies. This institution dates its inception from the gift of 25 acres of land, valued at $25,000, at Sedalia, Mo., by two daughters of Gen. George R. Smith. The building, when completed and furnished, it is estimated, will cost $35,000. The superintendent of construction, Mr. La Port, will take a lively interest in the work, not only from his connection with it, but on account of his own dramatic history. Born a slave, he ran away at 12, but afterwards worked fourteen years to obtain the money necessary to secure his freedom. He is now worth $75,000, and supports his aged mother and the widow of the master from whom he purchased his freedom.

Of the amount required for building, the conferences of Missouri assumed $14,000, of which amount $3,000 was paid at the time the cornerstone was laid. Rev. P. A. Cool was appointed president of the institution, and will devote his attention to raising funds until the building is completed.

American Missionary, December, 1892—We have one woman 48 years old, mother of 9 children, who walks daily to and from her house, 3 miles distant. She brings with her 2 daughters and an adopted son, but leads them all in her classes. This woman was a slave before the war and having brought up a family since, this is her first chance to attend school.

The Tribune.—It is an interesting and significant circumstance that the highest honor at Boston University this year has been awarded to a colored man, Thomas Nelson Baker, who was born a slave in Virginia in 1860. He has paid his own college expenses by teaching, and the disadvantages under which he has labored account for the fact that his age is considerably greater than that of the average college graduate. He was fond of books from his boyhood, and was bound to get an education. What he has accomplished should be an inspiration to others of negro blood.

Straight University, New Orleans.—On the night of November 30, 1891, the university building of Straight University, New Orleans, was destroyed by fire, together with the library of 2,500 volumes, printing press, chemical and philosophical apparatus. A new building, however, was soon planned and has been finished. It is three stories high, of a pleasing style of architecture, and contains on the first floor the chapel (seating 350 persons), four recitation rooms, a large college room, music room, libraries and offices of the president and treasurer; on the second floor are the rooms set apart for the chemical department; and on the third floor are dormitories for theological students and their reading room.

Biddle University, Charlotte, N. C.—Rev. E. P. Cowan: The present faculty of 11 men, all of whom are colored but one, are not only engaged in attending to the duties of their respective places as professors, but they are also engaged in demonstrating before the world the proposition that educated colored men are capable of successfully carrying on the education of other colored men.

The proposition to many is so simple that it seems hardly to need demonstration; yet some have doubted.

As not all educated white men are capable of successfully administering the affairs of large institutions designed for the education of their kind, so it is not claimed that every educated colored man is capable of becoming a successful educator; but it is claimed that out of the product of our educational work of the last twenty-eight years more than enough selected men can be found perfectly competent to do

the work to be done even at so large and important an educational center as Biddle University.

The best argument in favor of Biddle University, as at present organized, is the good condition in which it now is, and the good work that is now being done. This can be seen by any one who will take the time and trouble to visit the place and examine for himself. The number of students has largely increased, and the graduating class will be the largest that has ever gone out from the college since it obtained its present charter.

The order and decorum of the students is remarkable. The rules are stringent, and are obeyed. The buildings are well kept, as far as the age and dilapidated condition of some of them will allow.

The industrial department is better organized and more efficient than it ever was before in the history of the institution. Prof. Hunt, a graduate of Atlanta University, is a practical carpenter. Under his direction the students have just finished building a dwelling house for one of the professors. * * *

Look into the shoe shop and you find a dozen young men (the room will hold no more) who, an hour before, were reading Greek and Latin; now they are sitting on cobbler's benches and are driving wooden pegs. In the next room a dozen more are setting type, while two others are turning a large printing press, and a third man is "feeding" the machine.

In all these industrial departments the students spend one hour a day that is regarded as practice, and this is set down to "tuition." Later in the day the same student gives an hour to some industrial work, which is regarded as "service." For this he is paid, or rather he is allowed so much to his credit on his individual account with the institution. If a young man receives pecuniary aid, as many do, he does not get this help for nothing. He must render service, either in Prof. Hunt's industrial department or Prof. Carson's home department, of which service an accurate account is kept and the worth of his work is charged up to his credit. In this way the student does indeed get aid; but he also is made to feel that he is, at least partially, working his way. This arrangement is admirable, and is all that could be desired. * * *

The institution is now running up to its utmost capacity as regards numbers. The enrollment so far this year, 1893, is 236. The boys are stowed away in their cheap dormitories, in many cases eight in a room. Two students sleep in the engine room and over thirty in the main building, which was never intended for dormitory purposes. If the university only had the necessary accommodations and scholarships, the roll would easily run up to 500.

Higher education of the negro race.—Dr. F. G. Woodworth: For the sake of the race as well as for their own sakes, those individuals who have the capacity should have opportunity for and be urged to seek the so-called higher education, and the highest and broadest culture they can obtain.

There will be constant and increasing need of leaders for the negro race, men who will be able with wise forethought and ripe judgment to guide the people on an upward way. The great uplifters of the race must be from the race. They must be men who can be in wholly sympathetic touch with those whom they would benefit, a sympathetic touch found only in kinship, understanding their needs fully, feeling their heart-beats, the stirring of their aspirations, able to touch their natures, as we can not touch them who are cast in the Saxon mold. If the white race, with its advantages and its inheritances of culture, needs the stimulus of men of high education, how much more the colored people?

Perhaps I may be met by the skepticism whether the negro can take on this higher culture. This rests on the assumption that the negro is essentially inferior. It is an assumption. No *apriori* assumption can determine the question either way. It must be settled by facts as time shall bring them to light. To-day the evidence of facts points in the direction that some of the negro race can and do take on the higher education, and make valuable use of it. Each year sees additions made to the small army of cultured and successful doctors, lawyers, teachers, and preachers.

CHAPTER XXVIII.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1892.

Sir: I have the honor to submit the following annual report of the general agent of education for Alaska for the year ending June 30, 1892.

NUMBER AND GENERAL CONDITION OF THE SCHOOLS OF ALASKA

There is in Alaska a school population of from 8,000 to 10,000. Of these, 1,934 were enrolled in the 31 schools in operation during the year closing June 30, 1892. Sixteen day schools, with an enrollment of 798 pupils, were supported entirely by the Government at an expense of $20,020, and fifteen contract schools, with an enrollment of 1,136, were supported jointly by the Government and the missionary societies of the Presbyterian, Moravian, Episcopal, Methodist, Congregational, Lutheran, and Roman Catholic churches. Of the pupils in the contract schools, 788 were day pupils and 348 industrial pupils. These latter were clothed, housed, fed and taught.

The boys were taught shoemaking, housebuilding, furniture-making, coopering, baking, gardening, and the care of cattle; the girls were taught cooking, baking, washing, ironing, sewing, dressmaking, and housekeeping.

Toward the support of these contract schools the Government contributed $29,980, and the missionary societies $68,211.81.

UNALASKA DISTRICT

Point Barrow contract school.—Presbyterian; population, Eskimo; L. M. Stevenson, teacher. The school was opened October 6, 1892. There were but few natives at the time in the village, the majority of them still being absent, hunting on the land and fishing in the waters, to secure a supply of winter food. This kept them away until the dark days of December, and the scarcity of food was such that some remained away the entire winter, coming in only to bring supplies of food to their relatives that remained in the village. The caribou had migrated further than usual into the interior, and only scattered ones were seen. Again, the native prejudices against an education and the influence of their sorcerers kept some of the children from school, so only a few attended the earlier portion of the year. As the winter advanced, however, more came in. The progress of those that did attend was better than that of the previous year. They seemed to have remembered what they had learned, and started readily upon a review covering what had been gone over, the review being thorough and complete, before any new matter was presented, except the short texts and phrases which were kept constantly on the blackboard to attract their attention. This cultivation of memory was a somewhat difficult task and did not succeed as well as was desired. One of the characteristics of the northern Eskimo is the idea that "to-morrow will be another day," and they were unaccustomed to commit anything to memory for future use. They seemed, however, to have a great desire to know the English language, and studied very diligently in the school room, but failed to use what they had learned, outside; although sometimes, when the children were on the playground, with none of the older natives around, they used the English which they had learned in school quite freely.

One of the great obstacles to the school work, and the civilization and christianization of these natives, is the liquor which is smuggled in by a few of the whalers.

The larger portion of the whaling fleet is opposed to the introduction of liqu among the native people. A few of the captains, however, still believe in it, a as far as they can, avoid the vigilant watch of the revenue cutter, and deal a bottle here and there to the natives for the purpose of inducing trade or someth worse. Also, sometimes, when the commanding officer of the whaler is opposed the introduction of liquor, some of the men on his ship will smuggle a few bott along, which are dealt out to the natives on the sly. In this way a sufficiency liquor gets into the country to demoralize a number of the natives, and drunkenn commences with the arrival of the whaling fleet and lasts until it leaves the coun in the fall.

Another inconvenience and difficulty has arisen from the fact that no missi buildings have yet been erected, and the school has been dependent upon the cou tesy of Capt. Healy, freely extended, for the use of a room in the refuge static In 1891 the Board of Missions of the Presbyterian Church, who have a contract wi the Government for the renting of this school, chartered a schooner in San Francis and sent up a load of lumber and building material. The vessel reached within miles of Point Barrow, when it was stopped by the presence of the ice-pack of t Arctic, and could go no further. Under the circumstances the schooner returned Bering Straits, and the lumber was landed at that station. The following year t school at Cape Prince of Wales failed to secure a needed supply of lumber fr San Francisco, and used the lumber that was intended for Point Barrow, necessit ing the Point Barrow station occupying the refuge station another year.

Point Hope contract school.—Episcopalian; population, Eskimo, John B. Driggs, D., teacher. The population of Point Hope (Tigara) was slightly increased t season over last from families arriving from other tribes. Whenever a stran family came into the village it at once enrolled its children in the school. The da average for the year was 28. It would have been much larger, but for irregu attendance caused by whole families going off on hunting trips and remaining fr one week to a month at a time.

During the year two new classes were introduced into the school, one in which t teacher required the pupils to repeat short sentences in the native language and th translate them into the English language orally, or write them out on their slat The second class was one in which the teacher repeated short English sentences a had the pupils translate them into their own language. The majority of the ch dren manifested considerable advancement in their studies.

Cape Prince of Wales contract school.—Congregational; population, Eskin W. T. Lopp, teacher. Mr. Thornton, the associate teacher at this station, havi returned to the States in the fall of 1891, Mr. Lopp, who remained behind, was t only English speaking person left in a large region of country. The lonesomen of such a condition can not be appreciated by anyone who has not been simila situated. Toward spring a native family, who had been off some 300 miles t trading post, returned, bringing with them a dog that would obey commands giv in the English language. The loneliness had been so great that Mr. Lopp wo visit that dog every day for the companionship of some animal that had once hea the English language.

The school year was a very prosperous one. The average daily attendance of pup was 106; including teachers, 118. Many of the children mastered the alphab learned to spell and pronounce simple English words, read in the first reader, wr a neat and readable hand, and sing gospel and patriotic songs. They also beca familiar with several hundred English words, and learned the necessity of grea cleanliness in their habits. A few of the larger boys and girls were taught to ma clothing of hair seal skins, after American patterns. Lead pencils, paper, pictur hard bread, combs, and soap were given as prizes for punctuality and diligence. a few occasions it became necessary to punish pupils by excluding them from t privileges of the school for a few days. Visitors to the school came from 50 to miles around. Last season a school bell was received, which greatly delighted t people. However, in October, the teacher was waited upon by one of the leadi sorcerers, who requested him not to ring it, as the spirits had informed him that t noise of the bell would prevent the people from successfully hunting foxes and sea But as white foxes were more abundant than ever the ringing of the bell did n seem to have any bad effect.

Owing to the fear which the chiefs of the village held towards Capt. Healy, of t *Bear*, the village was very free from whisky or drunkenness during the year. Th expressed a great deal of surprise at the character of the teacher, who neither trad nor hunted, and at the time was unmarried. He was a puzzle to them. They sai "Too poor to trade, too stingy to marry, and too effeminate to hunt."

The winter was a cold one. The mean temperature from October to May was 5. and the maximum 40°; minimum, —30°. In February and March Bering Stra were blocked up with smooth fields of ice from the North, so that 5 of the peo made a trip by dog sleds across to Siberia for tobacco.

Ten Eskimo police were appointed by Capt. Healy, of the *Bear*, to assist the teacher and take charge of the drunken natives who might be inclined to be disorderly. These native police worked with great efficiency and were found exceedingly useful in preserving order.

Unalalaklik contract school.—Swedish Evangelical; population, Eskimo; Axel E. Karlson, teacher. No report.

Anvik contract school.—Christ Church Mission; Protestant Episcopal; population, Indians; John W. Chapman, teacher. School was held from November 9, 1891, to April 15, 1892. The hours were from 9 to 3, with an hour's intermission at noon, when the day scholars were furnished with a simple meal. The average daily attendance for the year was 24.3. The teacher spent an hour and a half each day in oral training, at which the entire school would be required to learn the meaning and use of various lists of words, e. g., parts of the body, occupations in the States, geographical names, the comparison of adjectives, the conjugation of verbs, etc. as well as to construct sentences on given subjects, and read rapidly off hand. This seemed to have a stimulating effect upon the pupils. The school was divided into three classes, one of which went through the reader twice; the second, once and partially again on review, and the third class went half way through the first reader during the year. In arithmetic there were daily drills on the multiplication table and in combinations of numbers, adding by groups, etc. In geography the pupils were made familiar with the grand divisions of land and water, and with some of the more prominent natural features in the continent, with the political divisions in North America, and several of the groups of States and their typical products and occupations. The attendance was larger and more steady than the previous year.

A boarding school for boys was established and maintained, with an average of nine pupils.

Kosoriffsky contract school.—Holy Cross Mission; Roman Catholic; population, Eskimo and Indians; teachers, Sisters of St. Ann. At this station is a large boarding or home school in care of the Sisters of St. Ann, which was begun in August, 1888. The attendance during the year has been 75 and the progress of the pupils good. This progress was largely due to the effect of the pupils being separated from their parents and being under the influence of their teachers.

Besides a good English education, the girls were taught washing, ironing, sewing, and cooking. The boys were taught carpentry, blacksmithing, and gardening. During the long summer vacation 6 of them found employment on the river steamer as firemen and pilots.

As in all such schools, English was the only language allowed to be spoken in or out of the schoolroom. At the same place and time, and by the same sisters, there was conducted a day school with an enrollment of 40 scholars. These, however, did not progress as much in their studies as did their friends in the boarding school, as they were less under the influence of the teachers and irregular in their attendance, the necessity of securing food requiring them to change their location and be absent from home a considerable portion of the year.

Nulato contract school.—Roman Catholic; population, Indians; teacher, ———. A school of 20 pupils was kept from October 1, 1891, to July 1, 1892. No report.

Cape Vancouver contract school.—Roman Catholic; population, Eskimo; teacher, ———; enrollment, 20 pupils. No report.

Bethel contract school.—Moravian; population, Eskimo; teacher, John H. Kilbuck. School was kept for two hundred days; attendance, 34 boarding pupils. Each pupil is provided, at the expense of the school, with two suits of clothing, a fur "parka," a fur cap, a pair of seal-skin mittens lined with wool, and from two to three pairs of fur boots, per year.

The diet at the school table consists of dried salmon, frozen fish and game, bread, tea, sugar, beans, and salted salmon. In the spring the boys are allowed to go to the mountains and trap for fur, which gives them experience and also helps them earn a portion of their living.

At a later point in this report is included an interesting account sent by Mrs. Kilbuck, concerning Shamanism and sorcery in this valley.

Carmel contract school.—Moravian; population, Eskimo; teacher, F. E. Wolff. The school was kept from August 19, 1891, to June 7, 1892, with an average daily attendance of 18 boarding pupils.

Outside of the school hours the pupils were taught in the various industries suited to their position.

Much difficulty is found in keeping the pupils regularly under the influence of the school, as on one pretext after another the parents, not recognizing the value of regularity in school work, are disposed to take them off on fishing and hunting expeditions.

Several families came from distant sections to Carmel, that they might have the advantage of the school for their children.

Unalaska contract school.—Methodist; population, Aleuts; John A. Tuck, teach enrollment, 35. This place was selected by the missionary society of the Method Episcopal Church as the center of their church operations in Alaska, on June 1883. Owing to a combination of circumstances, work was not commenced un the summer of 1889, when Mr. and Mrs. John A. Tuck were sent out to establis school and mission home.

In 1890 the home was commenced by the bringing of 2 orphan waifs, girls, fr the island of Attou, 1,000 miles west of Unalaska. The teachers were in a small o and one-half story cottage (half of which was used as a schoolroom), and we unprepared to receive any children into their family. But under the circumstanc the waifs had to be received, whether convenient or not. Other girls, finding th 2 had actually been received, also came and refused to be driven away, and so weeks later Capt. M. A. Healy, commanding the U. S. S. *Bear*, brought down 6 orpha girls from the Seal Islands. Thus the school has grown and grown until 26 gir have been received.

The character and efficiency of the school can be judged by the following letter received by the general agent from Capt. M. A. Healy:

REVENUE MARINE STEAMER BEAR,
Port of Unalaska, Alaska, November 9, 1892.

DEAR SIR: I have brought 6 girls from the Seal Islands to the Jesse Lee School; two years ago brought down a like number. I am constrained by this part I have had in providing scholars for th school to give you my views of its character and accomplishments, with the hope that they excit interest in its behalf among its founders and supporters.

In all my experience in the country I have seen nothing that has rendered so much good to th people. From its situation, it has tributary to it this whole western end of the Territory where there are numbers of children and poor waifs, many the offspring of white fathers, growing up without the care of homes or the education and training of Christian parents.

Prof. and Mrs. Tuck have labored zealously and well to teach the scholars the necessities and requirements of decent living, and have trained them to become good housekeepers and proper wives and mothers. But they are cramped by the means and accomodations at hand. The school is already crowded to its utmost capacity, and can not take many whom it would be a mercy to give its protection, and who could be received with a suitable building and support.

I am sure the ladies of the Methodist society, could they understand the conditions and field of the school and how well it is conducted, would become interested in its behalf and provide it with better facilities with which to continue and enlarge its work for the elevation of these poor, neglected members of their sex.

I can not be accused of bias, for I am of an entirely different religious belief. Prof. and Mrs. Tuck know nothing of my writing. I am prompted by my interest in the country and the improvement of its people, and can not remain blind to good to humanity by whomever performed.

Sincerely yours,

M. A. HEALY,
Captain U. S. Revenue Marine.

REV. SHELDON JACKSON,
Bureau of Education, Washington, D. C.

Sitka contract school.—Presbyterian. In the sping of 1885, 35 picked young men, between the ages of 16 and 25 years, were taken from Mr. Duncan's colony at Metlakahtla into the industrial training school at Sitka. After a period of four years 22 have left the school. Out of the 35, in addition to the ordinary studies of the schoolroom, 21 have learned to speak and read the English language; 21 have become good musicians and singers; 5 have learned to play on the cabinet organ; 9 have become members of the school brass band; 13 of the 35 were tobacco chewers and smokers before entering school, but after entering the school none of the others learned the habit; 7 learned the shoemaker's trade; 8 became carpenters; 4, blacksmiths; 2, coopers; 2, steamboat engineers; 4, house painters; 1, printer; 1, photographer; 6 had a training in a sawmill; and 3 became tailors.

Metlakahtla contract school.—This model settlement under the fostering care of Mr. William Duncan, the veteran missionary, continues to flourish. There are now about 100 neat frame houses in the village; the output of the salmon cannery last season was about 6,000 cases; it is the intention to increase its capacity to at least 20,000 cases. The other principal industries are a saw and planing mill which furnish all the lumber needed in the vicinity. Of Metlakahtla one of the tourists writes:

"Metlakahtla is truly the full realization of the missionaries' dream of aboriginal restoration. The church is architecturally pretentious and can seat 1,200 persons. It has a belfry and spire, vestibule, gallery across the front, groined arches and pulpit carved by hand, organ and choir, Brussels carpet in the aisles, stained glass windows, and all the appointments and embellishments of a first-class sanctuary; and it is wholly native handiwork. The dwelling houses are neat and attractive. They have inclosed flower gardens and macadamized sidewalks 10 feet wide along the entire street. The women weave cloth for garments, and the people dress tastefully in modern garb."

PUBLIC SCHOOLS.

KADIAK DISTRICT.

Kadiak.—C. C. Solter, teacher; enrollment, 69; population, Russian Creoles. Mr. Solter writes: "I opened school on the 8th of September. The number enrolled the first day was 27. The appearance of the children impressed me favorably. All came neatly dressed and clean; their faces showed signs of intelligence and they very soon showed their desire to learn. Most of the pupils are anxious to be on time in the morning, and some frequently went without their breakfast rather than be tardy. On the whole the school has made as rapid progress as could be expected. All that were regular in attendance have done well, while some have done exceedingly well. The deportment of my pupils has been such as to deserve commendation. I have never seen a class of better behaved children than I have in my school, and consequently the government of the same has not been a very difficult task. We had an entertainment at the close of school, which was quite a success. The visitors enjoyed the exercises very much, especially the singing, and were loud in their praises. The children take the greatest delight in singing, and as I have secured the use of an organ for next winter, a lively time is expected. I am studying the Russian language and shall soon be able to converse with the parents in their own tongue."

Afognak.—Mrs. C. M. Colwell, teacher; enrollment, 35; population, Russian Creoles. The prevalence of an epidemic during the early part of the year interfered greatly with the attendance upon school. There is a great deal of poverty in the district in which Afognak is situated, and the teacher in the kindness of her heart frequently supplied her pupils with material as well as intellectual food. She writes that here, as in all the other schools in Alaska, the children are bright and anxious to learn.

Unga.—O. R. McKinney, teacher; enrollment, 33; population, Russian Creoles. Mr. McKinney writes: "I was greatly encouraged by the personal appearance of the pupils and by the interest they took in their studies after I had started them in their work. It took me some time to get them to talk to me or even to speak English at all, although I knew that some of them could speak English quite well. I overcame this by degrees, however, and then forbade them to speak either in Russian or Aleut. The result of this is that they now talk to each other in English instead of Russian. They have advanced much more rapidly than I expected."

SITKA DISTRICT.

Juneau No. 1.—Lilly O. Reichling, teacher; enrollment, 26; population, Americans. Owing to the fact that a number of parents whose children had attended school moved away from the town during the year, the number of pupils enrolled was slightly smaller than during the previous year. However, the seating capacity of the present school house is severely taxed, but the narrow limits of the Congressional appropriation made it impossible to erect a larger building.

Juneau No. 2.—Mrs. W. S. Adams, teacher; enrollment, 75; population, Thlingets. Mrs. Adams is enthusiastic in her commendation of the aptitude of the native children. She writes: "The year has been a profitable one, and the influence of education is plainly discernible in the intelligent faces of the little brown children. We have a special day set apart for visitors, and those who come express surprise and admiration at the intelligence displayed by our pupils. The children have formed themselves into a society, elect their own officers, conduct their own meetings, and do it in a manner that astonishes people who visit the school."

Douglas No. 1.—Mrs. A. M. Clark, teacher; enrollment, 25; population, American. The Treadwell gold mine, the largest gold mine in Alaska, is situated upon Douglas Island, and this school is attended by the children of the miners employed there. Mrs. Clark displayed great energy in interesting and advancing the pupils under her care. During the year a literary entertainment was held, the proceeds of which were used in purchasing an organ for the use of the school.

Douglas No. 2.—Miss Millie Mohler, teacher; enrollment, 24; population, Thlingets. The majority of the children in regular attendance upon this school are inmates of the home maintained upon Douglas Island by the Friends' Mission. Miss Mohler writes: "In addition to other studies I have taught sewing to boys and girls alike. They pieced and quilted a patchwork quilt that would have done credit to our grandmothers, besides mending clothes and working in letters and cardboard."

Killisnoo.—E. M. Calvin, teacher; enrollment, 33; population, Thlingets and Russian Creoles.

Sitka No. 1.—Miss Cassia Patton, teacher; enrollment, 59; population, Americans and Russian Creoles. This school is attended by the children of the Government officials at Sitka, and the teacher being one of the most experienced and efficient in the Territory, the school is one of the most satisfactory in Alaska.

Sitka No. 2.—Mrs. Lena Vanderbilt, teacher; enrollment, 54; population, Thlingets. Here, as elsewhere in the Territory, irregularity in attendance was the greatest drawback to progress. The Thlingets are a sociable people. During the spring the natives visit their friends in the neighboring settlements, and at that season the beautiful waters of the magnificent fjords are covered with canoes carrying whole villages of natives—men, women, and children, on social pleasures bent. Later in the season hunting and fishing expeditions are in order. Carelessness as to prompt attendance is also a great discouragement to the teacher. Mrs. Vanderbilt writes: "While many of the natives have clocks in their houses, few of them are ever wound up, and when they are a very small number keep anything like the correct time. The increase in attendance during the winter was due to a great extent to the exertions of the local school committee, who visited the native villages from time to time in the interests of the schools.

"The natural intelligence of the native children, the general interest they show while in school, and the advancement many of them have made are all matters of encouragement to the teacher. Some have advanced far enough to appreciate the value of their studies, and I expect that gradually the influence of their advancement upon the other children who do not attend school will be very beneficial.

"I desire to note the uniformly good behavior of the pupils while in the schoolroom. They seldom require reproof or correction; they are generally attentive and give me no trouble whatever."

Wrangell.—Miss E. Tolman, teacher; enrollment, 49; population, Thlingets. Miss Tolman writes: "When I entered upon my duties my hopes for the rapid advancement of the class before me were not very bright. Perhaps it was because I realized the extent of the undertaking that the results of my efforts have surpassed my brightest expectations. Be that as it may, my opinion of the brain power of the natives of Alaska has materially changed since I have become acquainted with it. Those of my class who have mastered the art of how to study have done remarkably well. Not only have they done well in their regular lessons from books, but they manifest great interest in various subjects that I introduce as a change."

Jackson.—Mrs. Clara G. Gould, teacher; enrollment, 100; population, Hydah. This school is the most isolated in southeast Alaska. During the seven years of its existence it has been under the charge of Mrs. McLeod, who thoroughly understands the dispositions of the natives, and she has succeeded wonderfully well in training and elevating the younger natives at Jackson.

Haines.—Rev. W. W. Warne, teacher; enrollment, 89; population, Thlingets. Mr. Warne writes: "The school has made better progress than I could have expected. Indeed, I feel quite delighted with some of the results. Some of my scholars have certainly made excellent progress. Those who commenced last fall did not know the alphabet, and by the end of the term were well along in the second reader. Everybody seems friendly and glad to have the school."

MISSION SCHOOLS OF THE CHURCH OF ENGLAND.

Rev. T. H. Canham, who for the past year kept a good school at the mouth of the Tanana, has this fall removed several hundred miles up the river to Fort Selkirk, where he intends opening a new school.

The school at Buxton will probably be conducted by Bishop Bompas, assisted by Dr. Toty.

THE KILLING OF CHARLES H. EDWARDS AND THE OUTRAGE UPON J. E. CONNETT.

In August, 1891, a schoolhouse was built and a school established at Kake village, an isolated settlement on Kupreanoff Island, about 100 miles south of Douglas Island, in a wild region quite beyond the influences of civilization. The school was given in charge of Mr. Charles H. Edwards, who had been very successful as teacher of the native school at Douglas. In his new field he was 50 miles from the nearest white man. Among the supplies furnished to Mr. Edwards were an organ and a stereopticon, and he soon succeeded in attracting the natives. In a short time the small schoolhouse was filled to its utmost capacity, and it became necessary to divide the school into three sections. In the morning the small children came and kindergarten work occupied their attention; in the afternoon reading and writing were taught to the young people, and in the evening a session was held at which no books were used, the efforts of the teacher being directed to giving his pupils practice in conversing in English.

It was not long before troubles came. Whisky found its way into the village. In one of his letters Mr. Edwards writes:

"Yes; I am lonely. Not a white face have I seen since our steamer left us. Two nights ago a canoe brought in quite an amount of whisky. One chief and all his retinue were gloriously drunk. All night long they kept up an infernal hammering

on an Indian drum, and the maudlin voices of men and women mingled in savage songs. I could not sleep. Next morning I went around to see what was the matter, and such a sight as met my eyes! Half nude human beings in all attitudes, their staring, intoxicated eyes reminding one of an insane asylum. The only thing you can do with a drunken man is to let him sober up. No impression made upon him is lasting. So I let them finish their revel, as they could get no drunker. Since they have sobered up they are ashamed to speak to me. I am becoming an ultra whisky hater."

The account of the final tragedy and subsequent occurrences is best given in the words of the examiner who, under instructions of the Department of Justice, investigated the matter:

"Toward the evening of January 10, 1892, a sloop with Malcolm Campbell and Emery Elliott on board came into the harbor about 3 miles from the Indian village, and commenced trading whisky to the Indians. What Mr. Edwards knew concerning this illicit traffic we shall never know; suffice it to say that an Indian named Squamish purchased $5.50 of whisky from them, which, when Mr. Edwards found out, he poured into the bay. They offered his interpreter, Jimmie Coffin, whisky to drink, but he refused. They gave Tah a hoo whisky to drink and he drank it. They gave whisky to the six or eight Indians who went in advance of Mr. Edwards' party and went into the cabin of the sloop. Mr. Edwards had been frequently annoyed by the results of the sale of liquor to the Indians, and his own life had many times been jeopardized. He therefore resolved to see with his own eyes and convince himself that the parties then in the harbor with the sloop were violating the laws of the land, and if they were that he would exercise his right as a citizen and his duty under the laws of Oregon to arrest them and take them forthwith with all speed to Wrangel and there deliver them up to the authorities. For this purpose he called a meeting of the Kake Indians at the school house; he informed them of the objects of the meeting. After opening the meeting with a song he requested 14 volunteers to assist him in finding out whether these men on the sloop were actually violating the law or not, and, if they were, to go prepared to arrest them and start immediately to Wrangel—not armed to the teeth nor with handcuffs—but with small cords in his pockets, to bind them safely and conduct them thither.

"A canoe with the larger number of the volunteers proceeded to the sloop under his directions to find out what was being done on board, and he followed himself in a smaller canoe with the rest of the volunteers. When he arrived at the sloop the Indians who had preceded him were engaged in drinking whisky furnished by the occupants of the sloop. Mr. Edwards was particular to see for himself that the Indians were drinking. He was particular to know that it was whisky they were drinking. Then he gave orders to bind the two men. The cabin was small, and with the two men and the six or more Indians in it there was not much chance to do anything. The Indians informed him that the men were getting the advantage of them then he had those Indians on the outside who could not get in tear the roof off the the cabin, and he threw down the ropes he had with him to bind them. This having been done he began to clear the sloop for sailing. He had the anchor raised and requested all the Indians to leave the sloop and return to the village, leaving him only and two Indians to man the sloop. He had the Indians take on shore with them a revolver and a rifle, presuming no doubt that they were all the firearms on board. These he ordered to be placed in the schoolhouse. The Indians also took a field-glass and the keg, which was partially filled with whisky. When alone on the sloop with these two Indians and the two desperate smugglers he had not counted on the possibility of any more firearms being on board, but Malcolm Campbell, the owner of the sloop, managed to get his left hand loose, reached under the foot of the bed and got a revolver, and shot at Mr. Edwards three several times, mortally wounding him, and immediately thereafter shot the other two Indians, one with the revolver, so that he jumped into the water and never afterward was seen or heard of. The other while attempting to escape by swimming was shot at with his rifle and he was never more seen or heard of. Campbell's associate on the sloop, Emery Elliott, managed to get his hands loose and cut the cords which bound Campbell's feet, and thus both were liberated. They then proceeded to get away from the place. They found the anchor already up, and they said that they attempted to make Wrangel with the wounded man, but they said the winds were contrary. They next tried to make Juneau, but met with a head wind and could not. They, however, reached a point near Point Gardner. After this they sailed for Killisnoo and were there met by Dan Campbell, a retail liquor dealer of Douglas City, who with another party started out of Douglas in another sloop hunting for them, fearing from their long absence that they had met with an accident or been captured. Here Jimmie Blaine saw the wounded man, Mr. Edwards, all but unconscious, he being the only known white man, other than Campbell and Elliott, who saw Mr. Edwards alive and conscious, or partially so, after receiving his wound. Here he was furnished with the only food he obtained since receiving the wounds three days before,

yet strange to say, this man Jimmie Blaine was never called upon to testify in any of the cases or at the coroner's inquest.

"The object of their devious sailing was accomplished. The victim was unconscious, no ante-mortem statement could be got from him; dead men, or unconscious men, tell no tales. They arrived at Sitka about thirty-six hours after the infliction of the wounds, and the victim died about ten hours thereafter.

"A coroner's inquest was held over the remains, but the only testimony produced before the jury was that of the physicians as to the cause of his death, the clerk of the court as to the identity of the remains, and the testimony of the self-confessed murderer and his accomplice as to the manner of his receiving the wounds which caused his death. The jury, in writing, asked for further testimony, but none was furnished; they ask for instructions, but they are informed by the U. S. commissioner, *ex officio* coroner, that instructions are useless; that it is simply a case of piracy—piracy on the high seas. And, of course, Malcolm Campbell is justified in the deed."

Subsequently, Malcolm Campbell and Emery Elliott were convicted of giving liquor to Indians and were fined $40 each, in satisfaction of which Malcolm Campbell served in jail six days and paid $28, and Emery Elliott was confined in jail ten days and paid $20.

Campbell was also held for manslaughter in the sum of $1,000, but his case when presented to the grand jury at Juneau was ignored by them.

For writing a statement of the whole affair, Dr. James E. Connett, of the Friends' mission at Douglas, was waited upon by a band of masked outlaws, called out of bed at about midnight on April 24, upon the pretext that a miner had been badly injured and needed surgical attendance, and deliberately tarred and feathered.

As soon as the miners at the Treadwell mines, Douglas City, heard how Dr. Connett had been outraged, they held a meeting and resolved to raise $500 to assist in bringing to justice the perpetrators of the crime. However, no efforts were made by the officials to ferret out the matter.

TABLE 1.—*Enrollment and monthly attendance, 1891–1892.*

Schools	Number of days taught	Number enrolled during year.	Sept.		Oct		Nov		Dec		Jan		Feb.		Mar.		Apr.		May.	
			Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
Public																				
Sitka—																				
No. 1	131	59	56	46	55	45	51	42	49	37	37	33	36	30	41	34	38	26	34	28
No. 2	192	64	25	15	32	15	50	30	42	25	32	18	20	15	20	15	15	12	12	12
Juneau																				
No. 1	191	26	17	15	22	18	21	16	21	18	19	17	16	9	15	11	16	11	17	13
No. 2	190	75	30	25	36	20	30	22	31	23	49	28	35	23	33	25	38	27	27	22
Douglas-																				
No. 1	191	25	25	20	24	22	24	22	21	18	22	19	22	19	21	18	22	18	24	19
No. 2	187	24	17	13	19	17	18	16	15	14	17	14	17	14	19	16	19	16	18	17
Killisnoo	44	33	29	14	28	12														
Wrangel	191	40	20	20	23	20	32	24	36	29	21	12	31	13	13	10	9	8	10	10
Jackson	188	100	70	19	29	19	55	26	54	28	88	57	93	61	36	29	33	26	35	24
Haines	192	89	18	3	30	7	47	27	53	29	51	23	48	19	46	15	34	13	22	5
Klawack	44	38	28	10	14	6														
Kake	64	60			14	4	18	10	60	44										
Kadiak	176	69	37	18	40	20	47	30	44	25	43	34	42	30	40	28	50	18	44	20
Unga	162	33			26	21	26	22	24	19	20	19	24	20	24	21	29	20	31	27
Karluk	195	29	26		26		27		27		27		27		28		29		29	
Afoguak	147	35					29	20	28	18	28	16	30	20	26	13	32	21	23	17
Contract																				
Anvik	126	36					32	22	34	24	32	25	33	25	33	24	29	22		
Point Hope	171	78			47	13	64	25	68	37	70	39	69	43	65	43	71	30	38	7
Metlakahtla	101	154	106	64	130	77	108	70	118	77	135	90	83	63	91	58	74	51	62	44
Bethel	192	34	30	28	29	27	27	20	27	25	25	13	21	20	21	16	12	9	8	7
Carmel	192	29	17	16	24	18	22	18	21	20	21	18	19	18	21	19	19	18	19	19
Hoonah	125	171			83	22	86	30	110	46	104	31	57	24	101	22				
Sitka	192	157	130		139		139		139		137		37		137		134		134	
Point Barrow	170	33			17	5	18	5	14	8	20	12	16	4	12	5	14	4	16	4
Unalaska	192	35	17	17	20	19	20	19	20	19	19	16	20	19	20	19	20	19	20	19
Nulato		20																		
Kosoriffsky	192	75	73		73		73		73		73		73		72		72		72	
Cape Vancouver		20																		
Cape Prince of Wales	192	168	105	100	163	126	147	121	147	90	140	126	122	98	122	107	114	93	114	90
Unalaklik	150	72	28	12	40	27	58	27	58	30	47	27	39	20	35	13				
Yakatat	170	57			27	17	47	23	55	34	57	27	49	20	20	18	31	17	25	18

TABLE 2.—*Number in sundry branches of study.*

Schools.	Primary charts.	First and second readers.	Third and fourth readers	Spelling.	English language lessons.	Geography	Arithmetic.	Grammar.	Drawing.	Physiology.	Temperance by-laws	United States history	Writing	Use of tools.	Sewing
Public.															
Sitka—															
No. 1	16	20	20	32	56	20	40			32		9	36		
No. 2	28		30	50		30	50	1	50		50		50		18
Juneau—															
No. 1	9	5	12	19	13	8	18	6		6		6	21		
No. 2	12	12	13	37	23	13	25				23		25		
Douglas—															
No. 1	5	5	6			11	11		11			8	11		
No. 2	5	5				12	12		13		12				18
Killisnoo	23	5	1			2	6		29				29		
Wrangel	13	14	9	36	9	9	36		36			9	36		
Jackson	34	33	12	20	14	9	32	4	33	9	9		33	14	4
Haines	23	31		20			2						13		1
Klawack	15	16	8			2	10			2	2		11		
Kake	60				60		60		60		6		60	1	
Kadiak	16	13	10	30		9	27				6		33		
Unga	13	15	4	19	2		15				31	3	31		
Karluk	29	6		11			29		29				29		
Afognak	9	19	4	23	22	15	32		33		23	4	27		26
Contract.															
Anvik	13	9		12	34	34	34								
Point Hope	44	27			56		27						27		
Metlakahtla	17	49	17	83	83	66	83	47		66		66	83		20
Bethel	10	20		30	30		30						30		5
Carmel	8	8	8	9		8	17			3	3		11	6	3
Hoonah	73	45		45		32	32						32		
Sitka															
Point Barrow	16	4		20			20								
Unalaska		14	4	22		17	20				20		20		16
Nulato															
Kosoriffsky															
Cape Vancouver															
Cape Prince of Wales	163			163		163	163						81		
Unalaklik	20	23		15	64	64	64		64		64	5	64	5	30
Ya'kutat	40	16	1	57	57	1	11	1	57	1		1	57		8

TABLE 3.—*Highest enrollment, 1885–1892.*

	1885–'86.	1886–'87.	1887–'88.	1888–'89.	1889–'90.	1890–'91.	1891–'92.
Public schools.							
Afognak	(a)	35	24	55	38	7	35
Douglas City—							
No. 1	(a)	(a)	67	94	50	23	25
No. 2	(a)	(a)	(a)	(a)	92	68	24
Fort Wrangel	70	106	106	90	83	93	49
Haines	84	43	144	128	(a)	(a)	89
Jackson	87	123	110	105	87	100	106
Juneau—							
No. 1	90	236	25	36	31	33	28
No. 2	(a)	(a)	67	58	51	51	75
Kadiak	(a)	59	81	68	67	80	69
Karluk	(a)	(a)	(a)	(a)	(a)	33	20
Killisnoo	(a)	125	44	60	32	68	33
Klawack	(a)	184	81	75	68	50	38
Sitka—							
No. 1	43	60	60	67	58	54	50
No. 2	77	138	60	51	83	55	54
Unga	(a)	35	26	(a)	24	(a)	33
Kuke	(a)	(a)	(a)	(a)	(a)	(a)	60
Contract schools.							
Sitka		100	86	170	164	164	157
Bethel		13	17	26	39	30	34
Carmel			21	20	31	18	28
Nulato							20
Kosoriffsky					29	51	73
Anvik				30	35	44	36
Metlakahtla			170	166	179	171	154
Hoonah						171	171
Point Barrow						38	33
Cape Prince of Wales						304	168
Unalaska	45				30	47	35
Point Hope						64	72
Cape Vancouver							20
Unalaklik							72
Yakutat							57

a No school.

TABLE 4.—*Amounts contributed by the churches and Government to the contract schools.*

Contract schools.	Pupils, 1891–'92.		Expended by Government.					Expended by societies, 1891–'92. (a)	
	Boarders.	Day.	1887–'88.	1888–'89.	1889–'90.	1890–'91.	1891–'92.	Name.	Amount.
Anvik	5	31	$500	$1,000	$1,000	$1,000	$1,000	Episcopal	$1,187.61
Point Hope		78	(b)	(b)	1,000	2,000	2,000		
Metlakahtla	7	147	(b)	2,500	3,000	3,000	2,500	Independent	5,000.00
Bethel	34		500	1,000	1,000	1,000	1,000	Moravian	6,613.37
Carmel	18	10	300	1,000	1,000	1,000	1,000		
Hoonah		171	(b)	(b)	(b)	200	2,000		
Sitka industrial school.	157		(b)	12,500	18,000	15,000	11,000	Presbyterian	31,724.65
Point Barrow		33	(b)	(b)	1,000	2,000	2,000		
Unalaska	18	17	(b)	(b)	1,200	2,000	2,000	Methodist	1,953.53
Nulato		20	(b)	(b)	1,500	3,050	1,000		
Kosoriffsky	62	11	(b)	(b)	1,500		1,000	Catholic	10,300.00
Cape Vancouver		20	(b)	(b)	(b)	(b)	1,000		
Cape Prince of Wales.		168	(b)	(b)	1,000	2,000	2,000	Congregational.	4,107.65
Unalaklik	47	25	(b)	(b)	(b)	(b)	1,000	Swedish-Evangelical.	7,325.00

a Amounts expended by missionary associations, in addition to subsidies received from the Government.

b No school or no subsidy.

Appropriations for education in Alaska.

First grant to establish schools, 1884	$25,000
Annual grants, school year—	
1886–'87	15,000
1887–'88	25,000
1888–'89	40,000
1889–'90	50,000
1890–'91	50,000
1891–'92	50,000

PERSONNEL, SALARIES, ETC.

General agent of education for Alaska, Dr. Sheldon Jackson, Alaska, $1,200; assistant agent of education for Alaska, William Hamilton, Pennsylvania, $1,200; superintendent of schools for the southeastern district, James Sheakley, Pennsylvania, $480.

During the past three years the schools in southeastern Alaska have been under the direct supervision of Hon. James Sheakley, to whose judicious oversight their success has largely been due. Mr. Sheakley, having decided to return to the States, resigned his position as superintendent of schools for the southeastern district, and was succeeded by Mr. W. A. Kelly, formerly superintendent of the Industrial Training School at Sitka. Mr. Kelly entered upon his duties on May 1, 1892.

ADVISORY BOARD.

Hon. Lyman E. Knapp, governor of Alaska, Vermont, $200; Hon. John S. Bugbee, U. S. district judge, California, $200.

LOCAL SCHOOL COMMITTEES (WITHOUT SALARY).

Sitka, Edward de Groff, N. K. Peckinpaugh, John G. Brady; Juneau, Karl Koehler, John G. Heid, Eugene S. Willard; Douglas, P. H. Fox, G. E. Shotter, S. R. Moon; Wrangel, Thomas A. Willson, Rufus Sylvester, W. G. Thomas; Jackson, J. W. Young, W. D. McLeod, G. Loomis Gould; Metlakahtla, W. Duncan, D. J. Leask; Kadiak, N. Kashevaroff, F. Sargent; Unga, N. Guttridge, M. Dowd; Unalaska, N. S. Reesoff, N. B. Anthony.

Teachers of public schools.

Name.	State.	School.	Salary.
Mrs. W. S. Adams	Alaska	Juneau, No. 2	$720
E. M. Calvin	Iowa	Killisono	900
Mrs. A. M. Clark	Kansas	Douglas, No. 2	720
Mrs. C. M. Colwell	Alaska	Afognat	720
C. H. Edwards	Kansas	Kake	900
N. Faodorff	California	Karluk	900
Miss M. Mohler	Kansas	Douglas, No. 2	720
O. R. McKinney	Pennsylvania	Unga	1,000
Mrs. C. G. McLeod	West Virginia	Jackson	720
Miss C. Patton	Pennsylvania	Sitka, No. 1	900
Miss L. O. Reichling	California	Juneau, No. 1	720
C. C. Solter	Washington	Kadiak	1,000
Miss E. Tolman	Oregon	Wrangel	720
Mrs. L. Vanderbilt	....do	Sitka, No. 2	720
W. W. Warne	New Jersey	Haines	900
H. C. Wilson	Ohio	Klawack	720

TEACHERS AND EMPLOYÉS IN CONTRACT SCHOOLS.

Anvik (Episcopal).—Rev. John W. Chapman, Vermont; Rev. O. Parker, Oregon.

Point Hope (Episcopal).—John B. Driggs, M. D., Delaware.

Kosoriffsky (Roman Catholic).—Rev. Paschal Tosi, Sister Mary Stephen, Sister Mary Joseph, John Burke, John Nagro, Mrs. Emma Bandouin, Sister Mary Paulina.

Cape Vancouver (Roman Catholic).—Rev. Joseph Treca, Rev. Paul Muset, Mr. John Rosati.

Nulato (Roman Catholic).—Rev. Robant, Rev. Ragaru.

Bethel (Moravian).—Rev. John H. Kilbuck, Rev. Ernst L. Weber, Mrs. John H. Kilbuck, Mrs. E. L. Weber, Miss Lydia Lebus.

Carmel (Moravian).—Rev. F. E. Wolff, Mrs. F. E. Wolff, Miss Mary Huber, Miss Emma Huber, Rev. J. A. Schoechert.

Cape Prince of Wales (Congregational).—Mr. H. R. Thornton, of Virginia; Mr. W. T. Lopp, of Indiana.

Point Barrow (Presbyterian).—Mr. Leander M. Stevenson, of Ohio.

Sitka (Presbyterian).—W. A. Kelly, principal; Rev. E. A. Austin, chaplain; Miss Anna R. Kelsey, matron of girls' department; Mrs. A. E. Austin, matron of boys' department; Mrs. S. A. Saxman, assistant matron of boys' department; Mrs. M. C. De Vore, teacher of schoolroom No. 2; Mrs. Clarence Thwing, teacher of schoolroom No. 1; Miss Frances Willard (native), primary teacher; Miss Mate Brady, in charge of sewing department; Mrs. Maggie Simson, in charge of laundry department; Miss Kate A. Rankin, in charge of cooking department; Mrs. Josie Overend, in charge of girls' hospital; Mrs. Tillie Paul (native), in charge of boys' hospital; Miss Georgie Guest, in charge of teachers' cooking department; Mr. J. A. Shields, carpentry department; Mr. A. T. Simson, boot and shoe department; Mr. Ernest Struven, cooper department; Mr. John Gamble, general work; Dr. Clarence Thwing, physician; William Wells (native), interpreter.

Unalaska (Methodist).—Mr. John A. Tuck, Mrs. John A. Tuck, and Miss Lydia F. Richardson.

Metlakahtla.—Mr. William Duncan, Mr. James F. McKee, Mrs. James F. McKee.

Unalalaklik (Swedish Evangelical).—Rev. Axel E. Karlson, Augustus Anderson, David Johnson, Miss Hannah Swenson.

Yakutat (Swedish Evangelical).—Rev. Albert Johnson, Rev. K. J. Henrickson, Miss Anna Carlson, Selma Peterson, Agnes Wallin.

TEACHERS IN PRIVATE AND CHURCH SCHOOLS.

Hoonah (Presbyterian).—Rev. John W. McFarland, Mrs. M. D. McFarland, Frederic L. Moore (native).

Juneau (Presbyterian).—Rev. Eugene S. Willard, Mrs. E. S. Willard, Miss Elizabeth Matthews, Miss Margaret Dunbar, Rev. S. H. King, Mrs. S. H. King.

Juneau (Roman Catholic).—Rev. John Althoff, Sister Mary Zeno, Sister Mary Pe[illegible], Sister Mary Bouseconer.

Jackson (Presbyterian).—Mrs. A. R. McFarland, Miss C. A. Baker, Rev. J. Loo[illegible] Gould, Mrs. J. L. Gould.

Douglas (Friends).—Mr. S. R. Moon, Mrs. S. R. Moon, Mr. E. W. Weesner, Mrs. W. Weesner, Mr. C. H. Edwards.

St. Paul Island (North American Commercial Company).—Simeon Milevedoff.

St. George Island (North American Commercial Company).—A. L. Noyes, M. D.

Nuklukahyet Yukon River (Church of England).—Rev. and Mrs. T. H. Canham.

Buxton, Yukon River (Church of England).—Rt. Rev. Bompas.

Rampart House, Yukon River (Church of England).—Rev. C. G. Wallis.

SUPERVISION.

In accordance with your instructions, and by the courtesy of the honorable Secretary of the Treasury and Capt. L. G. Shepard, acting chief of the Revenue Marine Division, I was allowed transportation on the U. S. S. *Bear*, Capt. M. A. Healy, commanding. On the 2d of May, 1892, I started for my third summer's work on the coast of Siberia and Arctic Alaska. We reached Unalaska on the 22d of May, where I found the school in a flourishing condition. From Unalaska we proceeded to the Seal Islands, where I secured the statistics of the schools kept by the North American Commercial Company, a statement of which has already been given. From the Seal Islands we went to St. Matthew Island, where the captain rescued one of a party of three who had been left on the island the preceding season for the purpose of hunting polar bear. The other two men were not found, and are supposed to have been drowned. From St. Matthew Island the ship passed directly over to Cape Navarin, Siberia, which was reached on the 6th of June. It was the intention to have secured a load of reindeer at this point, but the surf was so heavy that no landing could be made.

From Cape Navarin a course was taken to the settlement on the northwest point of St. Lawrence Island, where the village and schoolhouse were inspected. From St. Lawrence Island we attempted again to make the coast of Asia in the neighborhood of Indian Point, but, being headed off by the great fields of ice, the captain changed his course and attempted to make King Island, in doing which he got fast in the ice, and was only able to reach the mission school at Cape Prince of Wales. But, after being kept three days a prisoner in the ice, the captain determined to break his way through. The shocks received made the ship tremble from bow to stern. In attempting to force his way through the ice, he broke one of the blades of the propeller, but by continuous work finally reached clear water to the eastward, and on the 15th of June moored the ship to a large field of ice off Kadiak Island.

This was the village that last September we found to be in a starving condition, but the food so generously issued by Capt. Healy had tided them over until the seal and the walrus came in their vicinity, so that we found them in good condition. Being anxious to ascertain the fate of the teacher at Cape Prince of Wales, an effort was made to reach that point through the ice. After great difficulty in ramming his way through the ice, we came on the morning of the 16th of June within 4 miles of the place where, the ice being too solid for further progress, the captain very reluctantly turned and made for Golovin Bay, where it had been reported that some miners were out of provisions and in a starving condition. At Golovin Bay communication was opened with the miners. While waiting for the party to get ready to sail, a flying trip was made to St. Michael, where the teachers, missionaries, and traders along the great Yukon River were waiting for the annual vessel and supplies from San Francisco. On the 21st of June the miners at Golovin Bay were taken on board, and on the 22d taken to St. Michael. While at St. Michael I had an opportunity of conferring with the teachers and examining some of the pupils of the various schools.

The annual arrival of the steamer bringing missionaries and traders from up the Yukon River 2,000 miles is the great event of the year at St. Michael. The river steamer *Arctic* is here met by the ocean steamer *St. Paul*, from San Francisco, and for a week or two this little settlement, cut off from the world eleven months in the year, is a scene of bustling activity. The furs of all northern and central Alaska are gathered here for shipment to market, and the provisions and trade goods of civilization for the coming year are brought up for distribution in the interior. It is a unique gathering, the only one of the kind that now takes place in the United States. From over into the British possessions, Fort Selkirk, 2,000 miles or more up the river, comes Mr. A. Harper, a pioneer trader, who has been 20 years in the country. Business is so brisk that he is proposing to establish a branch store 200 miles farther up the stream, which will bring him within a few hundred miles of the settlements of southeastern Alaska. It is believed that a mail route should be established across the country from Juneau to the mines on the Yukon. A mail not exceeding 250 pounds weight could be carried for, making four trips a year, at a rate not to exceed $1,500 the round trip. The best route is over the White Pass, which comes out on the Yukon at Windy Arm Lake. There is timber along the whole route. Winter on the Upper Yukon lasts from September to May. Rev. and Mrs. T. H. Canham, of Fort Adams, will open a new station there this fall.

In the United States Postal Guide is Mitchell Post-Office, Alaska. I do not believe that over 100 of the 60,000,000 American citizens, if asked, could designate its location on the map. It is 1,400 miles above the mouth of the Yukon, near the junction of Forty Mile Creek with the Yukon River, and is the only post-office for the country for 1,000 miles around. The postmaster is Mr. L. N. (Jack) McQueston, the trader, another pioneer trader of twenty years' standing. The office receives a chance mail from the States once or twice a year. The salary amounts to from $2 to $3 per year. Last winter 108 men wintered at Forty-Mile Creek, which, by the way, is a river hundreds of miles long. Mr. McQueston raised 9 tons of turnips. Barley and oats grow and ripen well. A frost on the 7th of August, 1891, killed the potatoes. The placer gold mines in the neighborhood of this trading post yield from $75,000 to $80,000 worth of gold dust each season. It would be money well expended towards the development of the country if Congress would make an appropriation for opening up a trail from the coast at Chilcat to the headwaters of the Yukon, and give the hardy miners a more frequent mail.

Near the trading station, on the east side of Forty-Mile Creek and south side of the Yukon River, is Buxton, the location of St. John's Mission of the English Church. This mission was established in 1888, the first missionary being Rev. J. W. Ellington. In 1890, through privations and hardships, he became insane, and in 1891 was returned to his friends in England. His station will be occupied by Right Rev. Bompas, Bishop of McKenzie River, for two years at Fort Adams.

Rampart House: This is a Church of England Mission and a Hudson's Bay Company's trading station on the Porcupine River, one of the tributaries of the Yukon. It was established in 1874. During the international boundary survey, by Messrs. Turner and McGrath in 1890–'91, it was found to be 20 miles within the lines of the United States. Consequently, in 1891 the place was moved 20 miles farther up the river to get within the British jurisdiction. In the summer of 1891 Rev. C. C. Wallis went by the way of San Francisco to England, returning this season.

Fort Yukon: The old buildings at Fort Yukon have been taken down by the Alaska Commercial Company, and the logs cut up for fuel for the steamer's furnaces.

On the Upper Yukon, last winter, fish gave out in January, and the natives subsisted on rabbits. On the Kcokuk, above Nulato, 3 or 4 died of starvation. One native subsisted on soup made from an old bearskin.

St. James' Mission, at old Fort Adams, was established by Rev. T. H. Canham, of the Church of England, in 1888. Mrs. Canham was the first white woman to cross

the Rocky Mountains north of the Arctic Circle in winter. This she did with husband on snow-shoes in 1888. The mission is 4 miles up the Yukon, on the n side of the mouth of Tonikokat River and 18 miles below the mouth of the Tan In 1891 Rev. J. L. Prevost was sent to this station by the Missionary Society of Methodist Episcopal Church. Mr. and Mrs. Canham remained with him during winter, and this summer removed to Buxton, leaving Mr. Prevost in sole charg the station. At this school, the greatest attendance was 67, the least 15, and average 32. During the winter of 1891-'92 they had 67 pupils in school; ave daily attendance, 23. There are about 800 natives in Tanana Valley; about 20 the Yukon, between Tanana and the boundary; about 100 permanently at Fort Ad and about 75 at Tanana Station.

Tanana Trading Station: This station is 8 miles down the Yukon River from James' Mission, and is kept by Mr. G. C. Bettles. This station is the winter he quarters of the miners on the Koy-u-Kuk River.

St. Peter Claver's Mission (Roman Catholic Church) is on the northwest ban the Yukon River, at the old American station, about 2½ miles above the mout the Nulato River. There is also a trading station here, kept by a creole, H. Kol ino, who has been a resident of Alaska for forty years.

Anvik is the seat of Christ Church Mission of the Protestant Episcopal Churc on the south side of Anvik River and west side of the Yukon, at the junction. was established in 1887 by Rev. Octavius Parker and Rev. John W. Chapman. Parker retired in 1889, and in 1890 Mr. Marcus O. Cherry was sent in his place. Cherry returns to the States this fall. The trading station is in charge of Den Belkoff, a Sitka creole.

Kozorifzky, Holy Cross Mission (Roman Catholic Church) is on the north bank the Yukon, directly opposite the mouth of Shageluk Slough. This is their larg establishment in the Yukon River Valley, a school of 80 boarders, in charge of t following sisters of St. Ann (Mother House started in 1850, near Montreal), Mot Superior Mary Stephens, Sisters Mary Zephrena, Mary Prudence, Mary Joseph, Ma Englebert, and Mary Paulena. Father Tosi in 1891 raised 40 bushels of potatoes at t station, besides turnips (one of his turnips weighed 17 pounds and another 1 pounds) and cabbages.

Ikogmut, Russo-Greek Mission, Rev. Zacharias N. Belkoff, priest.

Eight miles up the Yukon River from Anfreieffski and on the Kon-e-Kova River miles above its mouth, is a trading station (north side), kept by Charles Peterson.

At Kublik (mouth of Yukon) is a station kept by a Kamkoff creole.

Unalacleet is a Swedish mission, composed of Rev. Axel E. Karlson, August And son, David Johnson, and Hannah Swenson. They had 72 children in school last w ter, with an average attendance of 22. They also have a dozen or more boarde and will enlarge their buildings this season. They are also talking of a station Golovin Bay.

At Unalacleet is a living house, one and one-half stories high, 25 by 22 feet. T kitchen is 25 by 20 feet. The schoolhouse is two stories high, 20 by 22 feet. T workshop is 25 by 20 feet. There are a bath house and stables and several st houses. Four acres of ground are cleared up, upon which they will this year ra 70 bushels of potatoes. They have 2 bulls, 2 cows, and 3 goats.

Father Tosi, of the Roman Catholic Church, has selected a new site for a boardi school, near Kusilvak Mountain, near the mouth of the Yukon River. He repo 1,500 natives as living between Cape Vancouver and the mouth of the Yukon.

Having transported the missionaries to St. Michael on the 23d of June, anot start was made for Cape Prince of Wales, we anchoring in the port of Clarence June 25, where we met Mr. W. T. Lopp, the teacher at Cape Prince of Wal While at anchor at Cape Prince of Wales, the steam whaler *Newport* arrived fr San Francisco, having on board Mr. and Mrs. Thornton and Miss Kittridge, for mission school at Cape Prince of Wales; Mr. McClellan, a carpenter, for the erecti of additional buildings at that point; Dr. Beaupre, for the Mission station at Po Barrow; also Messrs. Miner W. Bruce and Bruce Gibson, for the Reindeer Stati On the 28th of June, having been transferred to the steamer *Newport*, I visited school and station at Cape Prince of Wales.

On the 29th of June I went ashore on what is known as the watering station, the northeast side of Port Clarence Bay, and selected a site for the central and fi reindeer station. A piece of driftwood had been set in the ground, with an emp barrel at its base, as a signal for ships. Upon this trunk of a tree we nailed our fl A tent was borrowed from the missionaries at Cape Prince of Wales and another w furnished by Capt. Healey, which were kept on the spot to shelter the goods a supplies which a few hours afterward were landed from the steamer *Newport*. P Clarence, which was known as Kaviayak Bay, was explored by Capt. Beechy, August, 1829, and was named after the British King, then Duke of Clarence. T inner harbor was named after Lord Grantley, and Points Spencer and Jackson af distinguished officers of the royal navy. Port Spencer, at the extremity of a l

sand spit which extends some 10 miles from the coast, forms the southern and western side of the harbor. This sand spit is low and marshy, with numerous lakes. From Point Spencer to Point Jackson, a distance of 2 miles, is the entrance to the bay. The northern and eastern shore of the bay rises from the sea to the mountains. Along the seashore are numerous lagoons and small lakes which, in their season, are covered with numerous wild fowl. The bay, in extent, is about 12 miles from east to west and 14 miles from north to south. At the extreme eastern end two narrow sand spits, extending from the northern and southern shores, inclose an inner harbor, called Grantley Harbor. The entrance is about one-third of a mile across. It extends about 9 miles from east to west and 3 miles from north to south. At the eastern end of Grantley Harbor is a second strait, about 300 yards wide, which connects with a third body of water or inland lake, called by the natives Imourouk. Into this lake empty two rivers, the Aghee-ee-puk and Cov-vee-arak. Along this line of water courses is an inland road to Grantley Bay and Norton Sound. To the north of Grantley Harbor Mus-ik-a-charne Peak rises to a height of 1,600 feet. At the head of the sand spit between Port Clarence and Grantley Harbor is a large lagoon, and between the reindeer station, at the beach, and the pass through the highlands, on the north, are about a thousand fresh-water ponds, or small lakes. At the extreme northeast corner of Port Clarence, near Grantley Harbor, and upon a small mountain creek, I selected the location of the headquarters of the reindeer station. A few miles distant from Grantley Harbor was the former location of the headquarters for this region of the Russo-American Telegraph Exploration of 1865 and 1867. The shores of the sound on the site of the reindeer station are formed of shingle, or water-worn stones. These shingled beaches become a marked characteristic of large sections of the coast in northern Bering Sea and Arctic Ocean. Of late years it has become the favorite rendezvous of the whaling fleet that gathers here about July 1 to await the arrival of a vessel from San Francisco with fresh provisions, coal, lumber, etc. It also enables them to ship the spring catch of whalebone to San Francisco before entering the dangerous Arctic. Upon my first visit, about July 2, 1890, twenty-five whalers were at anchor off Port Spencer, awaiting the arrival of the ship. On June 30 I returned on the *Bear*, and the next day the captain weighed anchor for South Head Sound, Lawrence Bay, Siberia.

From 2 to 8 o'clock p. m. we steamed through broken ice, and at 11:45 p. m. dropped anchor off the village. An officer and some men were at once sent ashore, and by 6:30 a. m. the ship's launch returned with the first load of reindeer. At this place we secured forty-one animals, also four native herders, who agreed to go with us and take charge of the herd on the American side. At 4 o'clock on the afternoon the captain dropped down the coast some eight miles to another camp, where twelve additional deer were secured, and at midnight weighed anchor and stood north, steaming through heavy fields of ice. At 4:30 our Asiatic interpreter, Rainbow by name, was landed at North Head, and at 5:30 that evening the ship came to anchor off the reindeer station. The surf being too heavy, nothing was done that evening. Bright and early on the morning of the 4th of July (6 a. m.) the first boat-load of the first herd of domestic reindeer in Alaska and on the the continent of America was landed. The deer, with their fore feet tied together, were taken ashore in the ship's launch and carried up from the beach on litters borne by the natives. They were then untied, hobbled, and turned loose. Three ran away and took to the hills, and the herders had a long chase; but they were finally recovered. One of the deer had his hind legs broken in Siberia and had to be killed. The ship was decorated with flags, in honor of the day. On the 5th of July Capt. Healy very kindly had his carpenters make a flag-staff for the station, which was landed that same evening and placed in position, after which the *Bear* started again for Siberia.

At noon, on the 6th of July, we anchored off Whalen, having been for an hour steaming through heavy fields of ice. Finding no reindeer in the vicinity of the village, anchor was weighed and the ship got under way, following the coast to the northwestward, coming to anchor two hours later off Enchowan, but at 10 o'clock was compelled to shift anchorage on account of the heavy fields of ice. The following day the ice compelled the captain to shift his position two or three times. At this place sixteen deer were procured and taken on board. At 9:40 anchor was again weighed and the start made for the reindeer station, steaming all night through heavy fog, and from 5 to 7 through heavy fields of ice, reaching Cape Spencer at 5:40. On the 9th of July the ship *America* was towed in the harbor, having on board, among other things, lumber, coal, and supplies for the reindeer station. On the 10th the captain run down to the reindeer station, unloaded the reindeer, and also 240 packs of coal, and 77 cases of pilot bread, all of which he had received from the bark *Percy Edwards*. On the 12th of July, going aboard the steamer *Newport*, which had taken on board the lumber for the building at the reindeer station from the bark *America*, I returned again to the station and superintended the landing of the building, returning to the *Bear* on the 13th.

On the 14th the *Bear* got under way for Siberia, from 1 to 2 p. m., steaming through large masses of broken ice. On the 15th we came to anchor off Cape

Serdzo Kamen, Siberia, in latitude north, 67° 27′; longitude east, 180° 20′. This cape is the northernmost limit of the explorations of Bering, he having reached here August 15, 1728. The meaning of the name is "the heart of rock," because of a fancied resemblance of a heart in the face of the rocky cape. Along the coast to the westward are several native villages. The mountain peaks in the back country rise to an elevation of from 2,000 to 5,000 feet. Fresh-water lakes inland and lagoons along the shore everywhere abound. After Bering, this shore was visited by Capt. Cook's expedition in August 1778, when he struck the coast, coursing from Alaska as high north as North Cape. It was again visited on April 22, 1823, by Admiral von Wrangell in his fourth Siberian expedition.

At 9:30 a. m. Assistant Engineer Falkenstein and Surgeon S. J. Call went ashore after reindeer, bringing on board during the afternoon some twenty-one animals. The vessel was surrounded much of the time by heavy masses of drifting ice. The following day the captain was compelled to shift anchorage several times, the stock of his port anchor being carried away by the ice. On the 17th the ice became so heavy that the ship moored to an ice-floe and drifted with it. Towards night, some openings being discovered in the ice, the ship dropped down the coast slowly, forcing its way, until, about 4 a. m., when it came to anchor again in the ice. At 9 a. m. a large ice-floe bearing down upon the ship, anchor was again weighed, when it was found that a second anchor had been broken by the ice. The 19th was spent in shifting anchor and dodging ice-floes. The surgeon and two seamen being ashore and unable to return to the vessel, the captain hired two native boys to cross the ice, with a launch for the party. In the evening, the wind having changed and loosened the ice somewhat, the surgeon returned with six reindeer. Another attempt was made to start the engine and force the ship through the ice, but at midnight the attempt was given up. The starting and stopping the engine and drifting in heavy and closely packed ice were continued the following day until afternoon, when the ice became too heavy for further progress and the ship was allowed to drift. By constant ramming, towards night, there seeming to be a chance to get out, the ship was started again and by constant ramming the heaviest ice was broken through, and by midnight clear water was reached, we having been shut up in the ice for a week. Coming abreast of the village of Utan, Siberia, a boat was sent ashore after Passaic, a noted deer-man, who resided there. He having come aboard it was learned that his herd was three or four days distant. As a large ice-floe was seen bearing down upon us, and as we did not relish the idea of being imprisoned another week and perhaps wrecked in this bay, at 3:50 a. m. we were again under full sway, running a race with the ice, which was drifting down upon us, a solid, unbroken mass of ice, as far as the eye could reach. The ice rapidly gained upon us. Large, detached pieces like scours forged ahead of us, placing themselves directly in our path, against which we rammed and jarred, but at noon the projecting cape of the bay was reached and passed just as the ice-floe was swinging upon it, barring further progress. During the forenoon we steamed through fog so dense that we passed through Bering Straits before we knew it, and when the fog lifted found ourselves twenty miles ahead of the place where we supposed ourselves to be and at 10:30 that night came to anchor off the reindeer station.

The reindeer on board were landed the following morning at 5:30 o'clock. In the afternoon the captain sent his carpenter and a boat's crew ashore to prepare the foundations for the station house, and also sent a detachment on shore the following day, when, a storm having set in, the captain was compelled to shift anchor into deeper water.

On Monday, July 25, we again got under way for North Head, Siberia, reaching Cape Puangoune, Siberia, at midnight. No one coming off from the village to the ship, and the weather beginning to be stormy, at 8:10 a. m. the anchor was weighed and the ship steamed into anchor in Lutke Harbor, Siberia, at 9 o'clock. St. Lawrence Bay was so named by Capt. Cook because he first anchored in it on St. Lawrence day, August 10, 1778. The bay was fully surveyed by Capt. Lutke of the Russian navy in 1828. It is 11½ miles across its mouth and extends inland about 24 miles. Its northeastern extremity is marked by a rounded top mountain, 1,794 feet high, called Cape Nouniagmo. On the southern slope is a native village of the same name, also known as North Head. From 5 to 6 miles from Cape Nouniagmo is Cape Panougoun, which marks the commencement of the inner bay. Extending from Cape Panougoun is a bank of gravel or shingle which forms Lutke Island and makes a sheltered cove 1½ miles in diameter. This is a good anchorage for ships. In this cove the U. S. S. *Briggs*, in search of the Jeanette, was anchored for the winter, when she took fire and burned to the water's edge. There is a native village on this cove. While we were at anchor, waiting for the fog to lift and the storm to pass by, the surgeon and some of the officers went ashore on Lutke Island and shot, in a few hours, 106 eider ducks. On July 27, the gale having subsided, the ship got under way at 7:30 in the morning, and, steaming out of Lutke Harbor, passed Cape Chargilach with its native village on the south side of the bay. We anchored at 10 off Cape

Kelcongonn. This cape is a bold, rock promontory, crowned with four mountain peaks, 1,542, 1,296, 1,257, and 1,206 feet high, respectively. A native village clings to the northeastern base, and a smaller one, called Jandonga, on its southwestern slope. Here the surgeon, Dr. Call, went ashore in the afternoon with a boat's crew, procuring ten reindeer. The following day 56 more were procured and brought on board. At midnight the ship got under way, reaching the reindeer station at 5:30 o'clock. On July 29 by 8:30 the deer were all on shore. On the 31st the captain again sent his carpenters and a detachment of men on shore to work at the station house. Towards night, a gale setting in, the ship was compelled to anchor out in deeper water. On Monday, August 1, the men that could be spared were again sent ashore to work at the buildings.

At 4:15 a. m. on August 2 we again got under way for Siberia, and at 5:45 a. m. on the 3d of August came to anchor off Indian Point. Learning that there were no deer in the vicinity, we again got under way for East Head, at 1:25 p. m., stopping off a village near Bald Head. There being too much surf to land, we continued around Bald Head into Clover Bay, passing the mouth of Reindeer River, rounded Cape Haidamaik, and anchored in Port Providence, under Mount Slavianka (1,427 feet), at 2:40 p. m. Three umniak loads of natives soon came over from the village on the sand spit. Learning that there was a herd of deer in the vicinity of Emma Harbor, Surgeon Call was placed in charge of a boat crew, and with an interpreter went to interview the reindeer men. Later in the afternoon a boat load of natives were hired and sent after Utoxia, who had gone to the head of the bay (14 miles) after seal. Both parties were out most of the night. Surgeon Call, upon his return, reported that the deer men on Emma Harbor had but few deer and would not sell any. Utoxia, upon his arrival, reported a large herd to the westward of the head of the bay. Clover Bay is narrow and runs between two parallel ranges of mountains from 1,000 to 2,300 feet high, with precipitous sides from the water up, while steep and bare mountains, flecked with great patches of snow, present a panorama of grand scenery. A bright sun and blue sky add to the enjoyment of the day, as the steamer slowly picked her way along this memorable fiord. At 10:45 a. m. we were abreast of Cape Lakhatchov, the northern entrance of Emma Harbor, where the British ship *Clover*, Capt. Moon commanding, in search of Sir John Franklin, entered in 1848 and 1849. At 11:30 we passed Mount Kennicott (2,343 feet), so named in honor of Maj. Robert Kennicott, director of the Chicago Academy of Sciences, who was in charge of the Alaska expedition of the Russo-American telegraph expedition of 1865 and 1867. At noon we passed Cache Bay, and at 12:30 Long Harbor, which was the winter quarters of one party connected with the telegraph expedition. At 1 p. m. we came to anchor off Cape Igaatief, Vladimir Bay, Siberia. At once a party was organized, consisting of Dr. Call, the surgeon, Lieut. White, Assistant Engineer Falkenstein, and two natives, to visit the deer men. At the same time another party, consisting of Mrs. Healy, the wife of the captain, Engineer Broadbent, and myself, went down the bay 2 miles to visit the site of the telegraph expedition. The solid stone walls of the two houses occupied by them remained to mark the site. One was a circular room about 20 feet in diameter, and the other a rectangular one 9 by 14 feet. The stone walls were about 4 feet high, symmetrically laid on the inside, and on the outside covered with earth. They were placed upon the highest point of a small, narrow peninsula, with the sea close to on three sides. A few pieces of glass and copper were picked up as mementoes of the place; also some braces and knees of the native sleigh, made out of reindeer horn. The land around was strewn with rusty hoops from barrels and casks. Two or three lone graves told their own sad story. The land was dotted with beautiful wild flowers, and icy streams came down to the sea from large patches of snow that still remained upon the mountain sides.

On the 5th of August, Dr. Call and party returned to the ship about 10 a. m. They had been inland some 20 miles, but failed to find any deer men. On their way up the valley which leads inland from our anchorage they found frequent piles of chips, made in trimming the poles forty-five years before. The poles themselves had long disappeared, probably having been carried off by the natives. At noon we got under way for Holy Cross Bay, landing Utoxia as we passed Port Providence. The other native, Wallace, continued with us as interpreter. At 3:40 p. m. we rounded Cape Stoltz and stood up the north coast of the gulf of the Anadyr. The mouth of this gulf, from Cape Tchoukotskoi down the north to Cape Thaddeus on the south, is 200 miles across, and the circuit of the gulf, without measuring the coast line of the smaller bays and indentations, is 420 miles. The first navigator to sail this sea was Capt. Bering, who was followed in 1826 and 1829 by Capt. Lutke, of the Russian navy. The north coast line is remarkable for its bold, rocky shore, in many places rising perpendicularly from the water's edge. At 5 p. m. we were abreast of Jakkun, which is a high, steep bluff with a pyramidal rock. On we go parallel with the shore 10 miles distant past Cape Tchingan with its red band of rock running from summit to base. At 10 p. m. we were off Cape Aggen, to the north of which is

Transfiguration Bay. From this up 9 miles to Cape Eumelian the coast is bounde by a high, perpendicular rock like a wall. About midnight we passed Cape Bering where the bold, rocky shore ceases and small Tchuktchi villages are seen. At 9 a m. on August 6 traces of ice began again to appear, and soon we were skirting large field of floating ice. Walrus being discovered, the ship was stopped and th captain and surgeon went off, securing a large bull, which was brought on board an given the interpreter as part pay for his services.

Along the northwestern coast of the gulf is a remarkable island, or false shore which forms the southern portion of the Gulf of St. Croix. It is 45 miles long and but a few rods wide. A narrow, shallow canal separates this island from the mainland. There is a village of Tchuktchi near Cape Neetchk on the westernmost end, off which we were anchored several days during July, 1891. As we passed into Holy Cross Bay at noon a signal flag was seen floating at the village and two umniaks put off to intercept the ship. One of them was taken aboard, but when it was found that they wanted us to go to their village to trade ivory, the captain resumed his course towards the reindeer village on the west side of the bay, where we anchored at 2:5 p. m. Holy Cross Bay is 54 miles from north to south and 35 miles from east to west Its northern end is within 10 miles of the Arctic Circle and its shore line has a cir cuit of 180 miles. The mouth of the bay is 13½ miles across. At the northern end Mount Matatchingai, with rocky sides rising 9,180 feet. It is a landmark for th whole region around. On the west side of Holy Cross Bay are large quantities driftwood from the Andyr River. Soon after anchoring at the village 5 umn full of people come aboard. Inquiries were at once made for reindeer. At var times they represented the herds as close to and then as far off. They said that herds had been driven down to the coast earlier in the summer, but the ship being seen, had been driven back again into the country; that the mosquitoes too bad to keep them near the water. At one time they would offer to sell a load, then only promised 9 and then again 3. When they thought we wa bucks they had only does to sell, and when they found we wanted does their was all bucks. They also asked two prices for what they proposed to sell, and wanted additional pay for the prospective increase. If they sold a doe she w bear another the next season, and so on, increasing from year to year; while cartridges and powder for which they traded would be used up and they would nothing left. The captain met their argument with another, that if their should die next year they would have nothing and starve, while if they had tridges and powder they could shoot walrus and seal and live; or for what we c pay them they could trade with natives farther inland and get two deer from on

Finally, after five hours' talk, the boat was lowered at 8:45 p. m. and Dr. Assistant Engineer Falkenstein, the interpreter, and a crew of men were sent a the reindeer. In the vicinity of our anchorage was a temporary village of rein men. Every fall and spring they move all their household effects to and from interior with their herd of deer. The village was their summer encampment by sea. Around their neat looking tents were great quantities of deer harness and sl which were used in transportation. These Tchuktchi men cut their hair on crown of the head, leaving a fringe around the head. Sometimes they leave a in the center and have two rings of long hair. Sometimes a long lock of hai left behind the ears, which is braided like a woman's. Some have a small mark figure totemed on the cheek, forehead, or some part of the face. This is said to done upon the loss of a near relative, also to mark the number of seals killed. T women have their cheeks covered with totem marks. Some of the women ha strings of beads dangling from the ears. August 7 proved a rainy, stormy, a dismal day. The fact that the boat that went off the night before had n returned excited considerable anxiety, but by midnight it came in sight and w soon alongside, with 12 deer. The men had been sixteen hours pulling again the tide and striving to reach the ship. While absent they had discovered a lar river more than a mile across at its mouth. While pulling along the side of th river they saw a bear and cubs. Pursuit was immediately made over streams an through swamps, and dodging from one hillock to another they crept up on the game. Cautiously raising their heads from behind the last hillock, with gun cocked, they found their supposed bear was a woman and children. At 5:30 a. m on the 8th the cutter was sent ashore to gather moss and food. The deer men were put off, and at 8 o'clock we got under way, encountering a little floating ice in passing out of the bay. At 6:15 a. m. on August 9 we left our interpreter at the native village on Clover Bay, and at 7:45 a. m. stopped off the village at East Head to communicate with Utoxia, making arrangements with him to purchase dee during the winter, which should be called for the following season. At 1:30 p. m on the 10th of August the ship anchored off the reindeer station and the deer were duly landed. This closed the trips for the season after reindeer.

Having arranged affairs at the reindeer station at 4 o'clock on the morning o August 11, the anchor was hove and the steamer *Bear* got under way for Kotzebu

Sound. By 10 o'clock we were rounding Cape Prince of Wales through the straits. Off to the westward 3 large umniaks were seen under sail en route to Siberia. The next day at noon we came to anchor off Cape Blossom, Kotzebue Sound. Soon after 12 umniak loads of Eskimo came off to the ship. This is the location of one of the international and intertribal annual fairs of the Arctic, and the annual opportunity for the sick through all Arctic Alaska to secure the services of a physician. The natives brought with them a number of the bones and tusks of the mammoth, which were secured for the Sitka Museum. At 10:45 p. m., the surgeon of the ship having attended to the ailments of the population that came on board, the anchor was hove and the ship steamed for Point Hope, which was reached at 9 p. m., August 13. The weather, however, was so foggy that the ship was compelled to go far out to sea to avoid the shoals off the point, and therefore we were unable to come to anchor until midnight. The following morning, the fog having lifted, the captain very kindly sent me ashore to inspect the station and confer with the missionary teacher. Returning to the ship at noon, we got under way, sailing to the north. Learning from the natives that a whaling schooner, *Silver Wave*, was wrecked in the vicinity of Icy Cape, a stop of a few hours was made at that point to secure definite information, after which, continuing northward, the refuge station at Point Barrow was reached at 11:45 a. m. on the 16th of August. Going ashore to confer with regard to school matters, I was detained until the fourth day there on account of a storm having come up, making the surf dangerous. Capt. Borden, the ex-keeper of the station, having been relieved from duty, Lieut. Jarvis was placed in charge by Capt. Healy, pending the turning over of the station to our former teacher, Mr. L. M. Stevenson, who had been appointed by the Secretary of the Treasury to take charge. On the 18th of August Mr. Stevenson and myself, after canvassing all sections of the vicinity, selected a location for the Presbyterian mission on the first rise of ground to the north of the village, lying back and between the village and the refuge station, and separated from the village by a small ravine. That same evening I was able to return on board ship through the surf. On the 19th the mission bell, which had been en route two years, was landed on the beach, and for the first time rang out upon the Arctic air. On the 20th of August Capt. Healy took the *Bear* to Point Belcher to bring up some coal which had been left from the previous season. On the 11th of June a whaleboat, containing 9 boys and 1 woman, was driven out to sea from Point Belcher, and they were unable to return until the 16th of July, being thirty-five days out to sea in an open boat. During the time they captured 11 walrus, 1 white bear, and all the seal that they could eat.

From the same place two boats' crew were driven off to sea, but were out only nine days. While at Point Belcher the *Bear* was boarded by Capt. Owen, of the whaling bark *Mermaid*, who brought us news and newspapers from civilization as late as June 30. At 4:30 p. m., on the 21st, anchor was weighed and the ship got under way to return to the refuge station. The Arctic currents were so strong that in the fog the ship was carried some 20 miles beyond its destination, so that we did not come to anchor off the station until 9:15 the next day. All duties having been discharged at the refuge station and school, at 4 o'clock on the morning of August 23 anchor was hove, and we started on our return to the south, anchoring off Icy Cape, on the next day, to enable the crew of the *Bear* to get off from the beach the Arctic schooner *Silver Wave*, which was accomplished on the afternoon of the 26th. Taking the schooner in tow at 8:15 a. m. of the 27th, the *Bear* started on its return to the reindeer station at Port Clarence. A gale having come up at midnight we anchored off Cape Sabin. The next morning another start was made, but, finding the sea too rough for comfortably towing the schooner, the captain ran under the lea of Cape Sabin and anchored. At 3 on the morning of the 30th we again got under way, reaching Point Hope at noon, where Lieutenant White and a boat's crew were sent ashore with the mail. The boat swamped on the beach. The men, however, escaped with nothing more than a drenching. On the morning of the 31st, the wind having shifted a little, anchor was weighed and another start was made for Cape Prince of Wales. At midnight, meeting the steamer *Jane Gray*, San Francisco papers as late as July 23d were received. On the evening of the 1st of September the Diomede Islands were sighted. In Bering Straits a strong tide was met, so that from 3 a. m. until 9 the ship steamed but 16 miles. From 9:30 until 5 p. m., with a full head of steam, no progress was made against the gale, the ship rather drifting back toward the straits, and the course of the ship was changed to the south. While opposite Cape Prince of Wales Mr. and Mrs. Thornton ventured off in a native boat through a heavy surf and a rough sea. From them we learned that Mr. W. T. Lopp and Miss Kittredge had been married (the first Christian marriage ever celebrated in Alaska north and west of St. Michael) and gone down to the reindeer station in a umiak on a wedding tour.

The gale drove us far south of our course, and when the morning of the 3d dawned no one on shipboard knew just where we were. About 6:10 o'clock, the fog lifting for an instant, land was sighted toward the northeast, which was afterward found

to be Kings Island. Owing to a succession of gales and the difficulty of towing a schooner through heavy seas, the ship was detained over a week in reaching Port Clarence. However, at 2:40 p. m., September 3d, anchor was dropped opposite the reindeer station, the surf being too heavy to admit of landing. The following day a landing was effected, and the various supplies that were to be landed at the station were taken on shore. Mr. A. S. McClellan, who during the summer had been erecting the mission residence at Cape Prince of Wales, was received on board for transportation to the Aleutian Islands, and at 10:50 p. m. the ship got under way for St. Michael, which was reached on the morning of September 6th. Here it was found that the steamer *P. B. Ware* was on the stocks, being built for the Yukon River trade, and that the workmen who had been brought up from Puget Sound had struck for higher wages and the work was at a standstill; that the company who were building the steamer had on the beach in a canvas house $75,000 worth of goods and supplies for the miners at the headquarters of the Yukon River, all of which was in great danger of being lost. On account of these things and the lateness of the season, the men in charge very naturally sought assistance from the revenue cutter. Recognizing the emergency, Capt. Healy sent to their assistance Assistant Engineer Faulkenstein, the carpenter, and 8 men from the crew, and each day Lieut. Jarvis was sent from the ship with a boat's crew to render such assistance as they could. Mr. McClellan and Mr. Brower, passengers on the *Bear*, also volunteered assistance. In nine days, through the assistance of the revenue cutter, the steamer was so far completed that she was launched. The birthday of the Emperor of Russia occurring on the 11th of September, special services were held in the Russo-Greek church at St. Michael. Flags were displayed and at noon a salute of 4 guns was fired. At 11:30 a. m. on the 15th of September anchor was hove and the ship got under way for Unalaska, reaching anchorage in Dutch Harbor at 10 a. m. on the 19th of September. On the evening of the 30th I was kindly received on board the revenue steamer *Rush*, Capt. W. C. Coulson, commanding. At 5 in the morning of October 1, in the face of a north-northwest gale, with snow and hail, we put out to sea for San Francisco. Great difficulty was experienced in rounding Priest Rock, for sometime doubt being expressed whether the ship could make it. Getting safely around the point in Analga Pass, a heavy tide rip was encountered and great seas swept over the ship from stem to stern. On the 8th the gale was so increased that it was not considered safe to run and the ship was laid to for twelve hours. Again resuming its course, we dropped anchor in San Francisco Bay at 10 o'clock a. m. on the 11th of October. The next day I left by the Santa Fe route for Washington, which place I reached at noon on October 18, having traveled 16,997 miles.

I remain, with great respect, yours, truly,

SHELDON JACKSON,
General Agent of Education for Alaska.

CHAPTER XXIX.

THE HISTORY OF SUMMER SCHOOLS IN THE UNITED STATES.

By W. W. Willoughby, A. B., Ph. D. (Johns Hopkins).

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INTRODUCTION.

The history of a movement is rarely that of a steady progress. A varying intervals of time new forces come into play, new factors a introduced, and new epochs are inaugurated. In all history we reco nize these milestones marking off and separating successive perio In the history of educational development in the United States is be discovered the same characteristic. Here, too, are found the mi stones of progress, and one of the most recent of these is that whi marks the development of summer schools as an element in the edu tional system of the country.

The importance of the summer school, and the work to be perform by it in promoting the increase of knowledge among the people, a facts easy of determination. The rapid spread of the summer sch idea, as indicated by the establishment of new schools, and the increas attendance at old schools, proves the existence of a genuine dema on the part of the people for just such instruction as these institutio are able to afford. The widespread, and, if we may so call it, indi nous character of the demand, is further to be noted. Summer scho in the United States have not been copies of Old World methods, r primarily as following the example of some one successful effort of t kind in this country. All over the country, and in almost every St of the nation these schools have sprung up spontaneously, as it we and to supply local demands.

The work, to the performance of which the vacational school is es cially adapted, is of three kinds:

First. There is the task of providing instruction for those perso desirous of adding to their intellectual attainments, but otherw unable to obtain professional assistance in their studies. The instr tion, when it has this object, is generally and of necessity popular character and limited to those branches in which information of a fai satisfactory nature can be obtained without the necessity of prolong and continuous effort, and in which the advantages derived from attendance at the summer session can be easily supplemented by rea ing, privately pursued. It is for these reasons that we find in t schools, whose attendance is largely of students of this class, t instruction, limited, as a rule, to such subjects as literature, soc problems, general history, physical training, elocution, kindergart and the like. The work of the various Chautauqua assemblies almost wholly of this first character, and to a greater or less exte this feature is present and controls the work of the other schools.

Second. The second advantage afforded by summer schools is t opportunity given university and college students of adding to th regular work either by way of making up deficiencies, or advanci further in favorite branches than the press of other work permits in t winter time. These sessions likewise afford students preparing for c lege the opportunity of obtaining lacking requirements for matricu tion, and experience has shown that the number of students who thus avail themselves of this privilege is very considerable.

Third. The third task that a summer institute of learning has de onstrated its ability to perform is that exemplified in the work of t schools of biology. This is work that can not be done at the univers or college, and from its very character has to be performed at the s side and in the summer. As will be pointed out in the chapter tre ing of these schools, here is presented to teachers the opportunity

carrying forward private investigation in their own special fields, and to students the privilege of obtaining a direct knowledge of laboratory work and an insight into the methods of original work.

Fourth. The fourth advantage derived from the existence of summer institutes is to be found in the field of pedagogics. Several of the schools are devoted purely to instruction in the art of teaching, and in all of the larger institutions are departments of methods. Probably at the head of the schools devoted to work of this kind is the Martha's Vineyard Summer Institute, at which, I am told, that of the 600 in attendance at the last session more than 550 were teachers. At these summer schools professors in various institutions are able to make the personal acquaintance of each other, to exchange views, and to obtain opinions upon new methods of instruction. In addition to this, teachers are enabled to better equip themselves for their work by means of their own study and their association with minds more fully and more scientifically trained in their especial branches.

The foregoing description of the proper provinces of work for the summer schools has served also to define the advantages derived by the people from the establishment of these institutions. But, further than these, there are other and peculiar privileges afforded. First of all, there is presented the opportunity of personal relationship and contact between teachers and pupils. The recognition of and increase in the personal element in instruction is a distinct gain. The specific information contained in a lecture or class recitation may be small, but if there be created in the minds of the students a greater enthusiasm in the search for truth, a stimulus is given to future work, the importance of which it is not easy to overestimate. Again, the opportunity is given the student of concentrating attention upon a single favorite subject. Not only this, but in some of the better and larger schools the chance is presented of hearing the latest results of study in a particular field of knowledge as given not by a single lecturer, but by possibly a dozen of the leading professors, each dealing with his own special topic upon which he is an authority. Last, and not to be disregarded, is the opportunity afforded by summer schools of combining profit with pleasure, physical invigoration with mental development. With scarcely an exception, summer schools in the United States are located at pleasure or health resorts, many of them upon the seashore, others by the lakeside, and some in the heart of the mountains. At these institutions the elective principle receives its complete application. Studies are taken up, and courses of lectures followed, solely because the student is interested in those particular subjects. This of itself guarantees an attentive audience to the lecturer, and an interested class to the instructor.

Summer schools in nowise compete with or antagonize the college or winter school. They occupy fields which the latter cannot possess. Indirectly they benefit them. By diffusing and intensifying the desire for knowledge, they render more fertile the field from which the ordinary school and higher institution of learning derive their support.

The one serious indictment brought against summer schools is the superficiality or the "scrappy" nature of the instruction given. I think the charge is rather exaggerated. As has been already noted, so far as concerns schools that provide instruction for persons who are without scholastic training, and have not the time for prolonged and continuous study, the instruction must necessarily be of a popular character. Certainly it is neither complete nor profound. Yet, I think it scarcely a fair use of words to term this instruction superficial. The

word superficial has really two distinct meanings. In its purest connotation it means solely the opposite of profound. In common parlance, however, there is attached to this meaning a sense of pretense of profundity with an actual superficiality—that is to say, a hypocritical appearance of thoroughness. Unless limited to the first meaning the word is not properly used. Most of these schools recognize their own limitations. They appreciate that their instruction must be adapted to the shortness of their sessions, and that they must therefore deal with the general principles rather than the details of the arts and sciences. Yet if the schools properly and fully perform that which they assume to perform, the word superficial, with its common invidious meaning, is not justly applied.

The vital question, however, is this: Is not the instruction that is given in many cases unnecessarily general and unsystematic and disconnected? Can not this instruction be made more systematic, more substantial, and more useful, and yet be adapted to the abilities of the people, to the wants of whom these schools minister? There is undoubtedly room for improvement, and it would be strange if there were not. I think I see, however, the prospect of great betterment in the present rapidly spreading doctrines of proper university extension methods. Summer schools undoubtedly represent in their work the effort at attainment of the same end as that to which the "university extension movement" is devoted—namely, the wider diffusion of sound useful information among the people at large. The common method of instruction at these schools has been that of lectures, sometime in courses, but more often single. Good teachers have not been lacking. In the great majority of cases their teaching forces are composed of professors drawn from the faculties of the leading colleges and universities. As yet, however, these lectures and lecture courses have lacked frequently the very essentials that "university extension" leaders now insist upon. These are, the giving of lecture courses of considerable length upon some one subject, rather than the use of a large number of single lectures upon detached subjects; the use of printed syllabi, giving outlines of the lectures, bibliographies, and suggestions for private study; the encouragement of discussions at the end of every lecture; and the holding of written examinations at the termination of each course. The information obtained thus loses much of its "scrappy" nature, and is more complete; the student is stimulated in the discussions to independent thought, and encouraged to properly directed private reading by the syllabi.

With the spread of the "university extension" movement must come a fuller acceptance and application of its methods by the summer schools, which can not but greatly enhance the value of their work. For this reason, together with the fact that with the increasing intelligence of the people comes a growing demand for still greater enlightenment, one may safely predict for the summer school a future of expanding usefulness, and a growing importance among the educational methods of the country.

A description of the history, organization and work of these summer schools finds a legitimate and important place in a treatment of that movement, whose aim is the extension of higher education among the people. A treatment of this phase of university extension in the United States must, however, both from choice and necessity, be eclectic in character. The term "university extension" in its special connotation, as used in England, and of late in this country, designates a definite idea and purpose, and the development of the plans by which

this idea or purpose is to be effected has been definite and easy of description. With regard to the history of summer schools it has been otherwise.

In a general way the motives of the various summer assemblies, schools, colleges, and institutes of learning that have been established in this country have been the popularization of knowledge and the wider diffusion of higher education. But there has been no uniformity of organization, method, or scope of instruction. There has been no affiliation among them. Some have been mere summer sessions of collegiate institutions; others, semireligious gatherings; others have been private speculative undertakings; others, institutions established by learned societies or associations. Very many of these summer schools have had but an ephemeral existence, being born, flourishing, and dying in the course of a single summer. Others, of larger existence, have been migratory in character, changing their location from year to year. Some have been but the continuance of an older school under a new name, and others the result of the coalescence of two or more institutions. None, except the few "teachers' assemblies," have had connection with State systems of education, or have made reports to superintendents of education.

In scope and method of instruction there has been also the greatest diversity, ranging from the kindergarten to the laboratory for scientific investigation, and from instruction in a single branch to a curriculum containing a score of subjects.

For these reasons the task of preparing a corrected and complete history of summer schools in the United States is beset with difficulties. The task of obtaining the requisite information has been an especially arduous one. Though great diligence has been employed, the author has not been able to obtain in many instances that information which he desired.

In the following pages summer schools are grouped under special heads according to fundamental characters and aims The larger, more important, and typical institutions will receive special consideration. In regard, however, to the amount of space devoted to each institution, it will not be possible to maintain in all cases a proper perspective, owing to the fact that in some instances schools deserving of considerable mention have afforded the author inadequate information.

The following are the groups into which I shall, for convenience, arrange the summer schools in the United States:

First: Schools for original research and for the training of specialists. The schools falling under this head are gatherings of investigators and specialists, rather than of students. Of teaching there is little, the especial attention being given to scientific investigation. The sole representatives of this class are the schools of biology, which embrace among their number the first permanent summer school in the United States, and with a sketch of the history of which this monograph begins.

Second. Summer schools giving instruction in single subjects. Under this head will fall the schools of philosophy, literature, ethics, languages, music, etc.

Third. Summer schools giving instruction in several branches. This class, according to my arrangement, includes a large number of institutions of a widely varying size and character. Their sessions usually last from two to six weeks, and the instruction is, for the most part, by lectures. Two of the schools under this head, "The Chautauqua

Assembly" and "The Martha's Vineyard Institute," will, on account of their size and importance, receive somewhat extended treatment in separate chapters.

NOTE.—Prominent among methods adopted by Americans for securing trained teachers and supplementing the work of normal schools have been the teachers' institutes. These institutes are gatherings of public school teachers for the discussion of methods of instruction, and as such meetings are almost universally held in the summer, a treatment of their work would naturally seem to form a part of this monograph. The whole subject, however, has been already thoroughly treated and published as a monograph by this Bureau (Circular of Information, No. 2, 1885), and the description of this subject will therefore not be duplicated here.

PART I.

SCHOOLS FOR ORIGINAL RESEARCH AND FOR THE TRAINING OF SPECIALISTS.

I.—SCHOOLS OF BIOLOGY.[1]

The summer school can hardly be termed a new factor in our educational system. As early as the summer of 1869 a dozen professors and students, chiefly from the scientific schools of Harvard University, made a trip to Colorado, where scientific results of considerable value were achieved. During the next four years parties of students, under the charge of Prof. Marsh and other Yale professors, made several expeditions to the region of the Rocky Mountains. The geological and mineralogical collections then secured were large and valuable, and are now deposited in the Museum of Natural History at New Haven. It was also the custom of Prof. Orton, of Vassar College, to spend a couple of weeks of the summer vacation with his pupils in different places of geological interest.

These were instances of educational instruction, but they can scarcely be dignified by the name of schools. The first idea of the establishment of a permanent summer school can probably be ascribed to Prof. N. S. Shaler, who first suggested to his colleague, Louis Agassiz, the establishment and maintenance during the summer of a seaside laboratory at Nantucket for the benefit both of university students and of teachers of science in secondary schools. The outcome of this suggestion was the establishment of the Anderson School on Penikese Island

ANDERSON SCHOOL ON PENIKESE ISLAND.

Few events in modern times have had a greater significance, and exerted a more profound influence upon the course of educational development in this country than the establishment of the Zoological Laboratory at Penikese, by Prof. Louis Agassiz. Just as in Europe seaside schools and laboratories may be traced to the example set and influence exerted by the famous International Marine Laboratory at Naples, so in America, most of the marine stations for biological investigation owe their origin to influences emanating from Penikese. Outgrowths of this latter school, itself of short continuance, are the several biological schools existing to-day, and which constitute the sole representatives of summer schools whose energies are devoted to research of an original character.

[1] In the preparation of the following history of schools of biology, I have derived great assistance from a paper kindly sent me by J. C. Campbell, professor of biology in the University of Georgia.

On the 14th of December, 1872, Prof. Agassiz issued the following circular:[1]

MUSEUM OF COMPARATIVE ZOOLOGY.
Cambridge, Mass., December 14, 1872.

Programme of a course of instruction in natural history to be delivered by the seaside in Nantucket during the summer months, chiefly designed for teachers who propose to introduce the study into their schools, and for students preparing to become teachers.

"Zoology in general and embryology of the vertebrates," by L. Agassiz, director of the Museum.

"The extinct animals of past ages compared with those now living and the methods of identifying them," by N. S. Shaler, professor of paleontology in the Lawrence Scientific School.

"Comparative anatomy and physiology of the vertebrates," by Dr. B. G. Wilder, professor of anatomy and physiology in Cornell University, Ithaca, N. Y.

"The animals and plants living in deep waters, and the peculiar conditions of their existence," by L. F. de Pourtales, assistant in the U. S. Coast Survey.

"Embryology of the radiates," by A. Agassiz, assistant in the Museum of Comparative Zoology.

"Natural history and embryology of the mollusks," by ———.

"How to make biological collections to illustrate the history of insects injurious to vegetation," by Dr. H. A. Hagen, professor of entomology in Harvard University.

"Natural history and embryology of the articulates," by Dr. A. S. Packard, professor of entomology in the Massachusetts Agricultural College.

"Natural history of the fishes and reptiles," by F. W. Putnam, general secretary of the American Association for the Advancement of Science.

"Natural history of birds and mammals," by J. A. Allen, assistant in the Museum of Comparative Zoology.

"On breeding, and nests and eggs of birds," by ———.

"Practical exercises in the use of the microscope," by ———.

"Instructions in drawing and painting of animals," by Paulus Roetter, artist in the Museum of Comparative Zoology.

"On fisheries and their management," by Prof. Spencer F. Baird, assistant secretary of the Smithsonian Institution.

"On fish breeding," by Theodore Lyman, assistant in the Museum of Comparative Zoology.

"The fauna of the North Atlantic, compared with one another, and with those of other parts of the world," by ———.

"The plants of the sea," by ———.

"The physics of the sea," by ———.

"Physical hydrography," by Prof. W. Mitchell, assistant in the U. S. Coast Survey.

"Chemistry of feeding and breathing," by Prof. W. Gibbs, Rumford professor of physics in Harvard University.

"Chemistry of the sea and air," by Prof. James Crafts, professor of chemistry in the Technological Institute, in Boston.

The terms of admission and the day of opening will be advertised as soon as all necessary arrangements in Nantucket can be made, including information concerning board, etc. A number of aquariums and the necessary apparatus to dredge in deep water will be provided. The superintendent of the U. S. Coast Survey and the U. S. Commissioner of Fisheries have promised their cooperation to the extent of their ability without interfering with the regular service of their departments. Profs. Shaler, Wilder, Packard, and Putnam, and perhaps others, may spend the whole, or nearly the whole, season in Nantucket, with a view to superintend the laboratory work, while the other gentlemen will stay there only part of the time, or as long as required by the share they are able to take in the course of instruction.

In behalf of the faculty of the Museum of Comparative Zoology in Cambridge, Mass.

L. AGASSIZ.

This was the initial prospectus of the first summer school in the United States. It has been given here *in extenso* on account both of its historic interest and its value as showing the nature of the work to be pursued and the names of the eminent men connected with the experiment.

[1] Report of trustees of the Anderson School, 1873.

For a time it seemed as though financial difficulties would prevent the accomplishment of the project, but by the generous gifts of Mr. John Anderson, of New York, sufficient support was obtained to guarantee the successful establishment of the school.

This gentleman, attracted by the appeal made by Prof. Agassiz to the legislature for State aid, offered as a location for the station Penikese Island, in Buzzards Bay, 25 miles southeast of Newport, R. I. It is the most easterly of the three western islands of the Elizabeth group, and contains about 100 acres of great fertility. For the purpose for which it was now donated it was admirably adapted. A few days later, Mr. Anderson, continuing his generosity, met some of the further practical difficulties of the organization by an endowment of $50,000 for the equipment and running expenses of the school.

Another friend presented a yacht of 80 tons burden for collecting purposes, and further contributions of money were received from other sources. A building was erected which offered large accommodations, there being fifty-eight lodging rooms on the upper floors. In 1873 the laboratory was thrown open and 43 students were attracted from all sections of the country, but in December of this year the death of the founder took place. During the following season the school was conducted by Prof. Alexander Agassiz, with an attendance of 46, but did not meet with the financial support that was anticipated, so the whole project was given up.

The establishment of this laboratory was the first consummation of a plan long cherished by its founder to provide students of marine animal life with a place where they might easily obtain their material, and at the same time enjoy the conveniences for study afforded by a well-arranged laboratory. It was the natural outcome of the conditions of biology in America at the time of its foundation. The early years of the present century were almost entirely taken up with the collection, description, and cataloguing of the plants and animals of the country, and investigators aimed at little more than this. Naturally the most conspicuous forms first attracted attention. Determinations of names was regarded as the all-important thing, and the adult forms alone were usually made the subject of such study. Embryology was unknown, and the profound alterations which it has made in biological work were then scarcely dreamed of. So long as this was the case the establishment of a marine laboratory would not have been possible. Collecting grounds and a museum in which to store the objects collected were alone needed; a fixed location would have been a disadvantage.

With the advent of Prof. Agassiz, in 1846, the character of work done in America began to change, and in more recent times it has undergone a complete metamorphosis. Instead of being as it once was the study of the external forms of animals, it has become a study of life itself. It has broadened out to embrace not only the study of animals now existing, but their past history; and it also includes as a part of its subject-matter many questions once generally regarded as beyond the reach of scientific methods.

In consequence of this, it has come about that new conditions for study are necessary New questions that arise demand new methods adapted to their solution. Biology has become more experimental than formerly. As the chemist constructs his own conditions to simplify the solution of the problems which fall within his province, so the biologist finds the conditions prevailing in the higher and better known animals too complex to be solved except in the same way. But nature has already furnished the simple conditions needed, for in the lower invertebrate

animals found in the sea, are represented in an elementary form all of the manifestations of life observed in those highest in the scale, while at the same time many of the structural peculiarities of higher animals are made plain only by comparison with these lower forms.

It is to the study of marine animals that we must look for the solution of many of the problems of biology, and it was perfectly evident to Agassiz that the entire life history of any animal must be known before there could be any real knowledge of its true relationships, and hence arose the necessity that the investigator should be so placed that he could collect his own material for study, and observe it under its natural conditions throughout its entire life. Visits to the seaside had of course been frequently made by investigators, and while these may have sufficed for the mere enumeration of supposed new species, they did not offer favorable conditions for embryological studies. When biology reached such a condition that this constituted the greater portion of the work to be done, the establishment of marine laboratories followed almost as a matter of course. Penikese would not have been possible many years earlier and indeed when established was almost premature. The magnetism of Prof. Agassiz held it together, and investigators came there largely that they might be thrown in contact with him. His enthusiasm aroused all those within its reach, but after his death appeals were made in vain for the continuance of the laboratory. The investigators of the country did not encourage the project, and the necessary funds could not be obtained. Prof. Alexander Agassiz even contemplated moving the laboratory to Wood's Holl where it would be more accessible and the fauna richer, but even then the sentiment was not sufficiently established. Investigators and students generally were not sufficiently convinced of its utility and practicability, and it was therefore temporarily abandoned.

Such were the circumstances under which were established the first marine laboratory and summer school in this country. Summer sessions were a necessity, both because many of those in attendance were teachers and unable to be present at other times and also because the advantages for collecting were greater at this season than at any other, and the needs of the investigator were mainly regarded. Since that time the movement has spread to include other departments of knowledge, and to furnish instruction of a more elementary character to those who could not be reached in any other way. The summer-school movement was warmly seconded at Harvard by Dr. Asa Gray. To meet the same conditions and accommodate the same class of students, he established a summer school in botany, in 1874, which continues to serve a useful purpose up to the present time.

SUCCESSORS TO THE PENIKESE SCHOOL.

The most direct successor of the Penikese laboratory was the private laboratory established by Prof. Alexander Agassiz at Newport, in 1877. This is noted for the elegance of its equipment, and for its many conveniences for work, but it can scarcely be classed among the summer schools of the country for the reason that it is private property, and open only to a limited number of workers upon special terms.

In 1876 a summer school of biology was opened at Salem, Mass., by the Peabody Academy of Sciences. It was under the direction of Profs. Packard and Kingsley, and was intended for beginners, as well as for advanced students. In 1881 it was discontinued.

THE CHESAPEAKE ZOOLOGICAL LABORATORY OF THE JOHNS HOPKINS UNIVERSITY.[1]

The first real revival of the Penikese idea was in 1878, when the trustees of the Johns Hopkins University made an appropriation to establish the Chesapeake Zoological Laboratory. Their idea in so doing was to make provision only for students sufficiently advanced to undertake original research. No building was erected, and indeed no permanent location was chosen, but the laboratory was moved from place to place as seemed desirable, the appropriation being sufficient to furnish all needed conveniences for work.

This laboratory was established as a branch of the biological department of the university, as an experimental seaside station for the study of the marine zoology of the Chesapeake Bay. The enterprise was conceived, organized, and conducted by Dr. W. K. Brooks, who has been connected with the university since it first opened in 1876, as associate in the biological department, of which Dr. H. N. Martin has been head.

The Secretary of War, at the instance of the late Prof. Henry and of Prof. Baird, granted the use of the incompleted Fort Wool, at the mouth of Hampton Roads. The fort is on an artificial island 6 acres in extent, made by dropping granite blocks into the water; it is 3 miles from one shore, half as far from the other, and 20 miles from the ocean. A strong current runs close to the walls of the fort, and thus carries 15 or 20 miles of water past its walls at each turn of the tide, so that free swimming animals and embryos were obtainable in endless variety without leaving the fort. Ten workers were at one time or another during the summer in attendance. A majority of them were connected with the university, the rest were school teachers. No lecture courses were given, but the work was so conducted as to accomplish four objects, viz, to furnish advanced students with opportunities for original investigation; to provide material for winter work in the university; to enable less advanced students to become acquainted with forms of life, which can only be studied at the seaside, and to give them an opportunity to become practically acquainted with the methods of marine zoology; and to increase scientific knowledge regarding the zoology of Chesapeake Bay. Though the laboratory was occupied only eight weeks during the first session, very considerable scientific results were reached, as is shown in the following list of published papers: Land Plants found at Fort Wool, N. B. Webster; List of Animals found at Fort Wool, P. R. Uhler; Development of Lingula, W. K. Brooks; Early Stages of Amphioxus, H. J. Rice; Lucifer Typhus, W. Saxon; Development of Gasteropods, W. K. Brooks; Development of Squilla, W. K. Brooks.

During the session of 1879, Dr. Brooks had with him at the Chesapeake laboratory eleven workers, several, as before, being from the university. The chief work of the session was the investigation into the development and habits of the oyster. The United States and Maryland fish commissions cooperated with the university toward the laboratory and dredging outfit. Seven weeks were spent at Crisfield, the center of the oyster trade of the eastern shore of Maryland, and four weeks were passed at Fort Wool. The paper embodying the results of the investigation into the nature and development of the oys-

[1] See reports of Trustees of Johns Hopkins University, Circular of Information No. 54, of the Johns Hopkins University, and N. Y. Tribune April 12, 1880, article, Summer Schools, by E. M. Hartwell, PH. D.

ter, with ten plates, may be found in the Report of the Commissioners of Fisheries for Maryland.

The sessions of 1880, 1881, and 1882 were spent at Beaufort, N. C., the situation of this town being especially favorable for zoological work, the surrounding waters presenting such a diversity of conditions that the fauna are unusually rich and varied.

In addition to the work of the Chesapeake Zoological Laboratory at Beaufort, a class of beginners was conducted during the summer of 1881 at Fort Wool, Va., by Dr. S. F. Clarke, of the biological department of the Johns Hopkins University. Instruction was given by means of lectures and also by daily collecting and observing the various animals in their native haunts. The lectures, twenty-seven in number, extended through the session. Eight students were in attendance.

The sixth year was spent at Hampton, Va. The appointment of Dr. W. K. Brooks by the governor of Maryland as commissioner to examine the condition of the oyster beds caused this removal, as he was compelled to spend much of the season in the Chesapeake Bay.

The seventh and eighth sessions of the laboratory were held at Beaufort.

In the summer of 1886 the laboratory was stationed in the coral island Abaco, the Bahamas, W. I., with a secondary station at Beaufort. The session of 1887 was held at Nassau, on the island New Providence, and during the following season on one of the Florida Keys. Financial reasons caused the laboratory to be discontinued during the next few years, but in the summer of 1891 a session was again held at Port Henderson in Jamaica, lasting fourteen weeks.

During the entire ten years of the existence of this laboratory it has been under the direction of Dr. W. K. Brooks. The sessions here lasted usually about two months, and the amount of work done has been very considerable. The published results of the work done at the seaside during these years number over one hundred titles. Thirty-four of these are books or illustrated papers; sixteen of them were originally published in England or Germany; and translations of forty-six of them have appeared in the zoological journals of England, Germany, and France. The fact that many of these results thus obtained have been incorporated into standard text-books attests the value of the work accomplished. The laboratory enjoys the distinction of having been the first marine laboratory successfully carried on in this country in which research of purely scientific value was made the ruling feature.

This laboratory was established primarily for the benefit of students already in attendance at the Johns Hopkins University and conducted in connection with the courses there given. No effort has been made to bring it into prominence as a separate organization.

ANNISQUAM AND WOOD'S HOLL LABORATORIES.

In the Annual Report of the Boston Society of Natural History for 1881 it is stated that "it has been considered desirable to found a summer laboratory sufficient to supply the needs of a class of persons who have begun to work practically under our direction, but have hitherto had no convenient means for pursuing their studies on the sea shore. * * * We are sure that such a laboratory is needed for a limited number of persons * * * about a dozen in all, but we are not sure of any real demand outside of these."

In 1881 a circular was issued announcing the opening of a marine laboratory at Annisquam, Mass. This was supported by the Woman's

Educational Association of Boston, together with the Boston Society of Natural History, and was designed "to afford opportunities for the study and observation of the development, anatomy, and habits of common types of marine animals under suitable direction and advice." In one respect this laboratory differed from both the Penikese and Chesapeake laboratories, viz, that students were received who were virtually beginners. Twenty-two of this class were present the first year, and although the number fluctuated in different years there were 26 present in 1886 when the laboratory ceased to exist. It had always been the policy of both the associations which shared the management of the Annisquam laboratory to give up any of their departments as soon as they were upon a firm basis, and any other institutions would accept and carry them on.

> Both the society and the association have therefore felt, after six years of successful working, that the Annisquam laboratory had reached a stage of advancement when it could claim and perhaps receive sufficient aid from the patrons of science and learning to be placed upon an independent and permanent foundation. * * *
>
> The Woman's Educational Association called a meeting, composed largely of representative teachers of biology, and the fate of the laboratory was surrendered to their deliberations. They decided that an effort should be made to establish a marine biological laboratory, and at least $15,000 should be raised to carry it on for five years.[1]

This effort was so far successful that in March, 1888, the Marine Biological Laboratory was chartered and the work of erecting a building at Wood's Holl, Mass., at once begun. Dr. C. O. Whitman was appointed director of the laboratory, with B. H. Van Vleck as instructor. Provision was made for investigators and students, and on July 17 the laboratory opened with 7 of the former and 8 of the latter class in attendance. During the first session the following subjects, among others, were studied in the department of investigation: The development of the lateral line system in the toadfish; the origin and history of Kupffer's vesicle in teleostean embryo; the structure of the sense organs in the pectoral fins of *Trigola;* the anatomy and embryology of Ascidians; the fecundation of the eggs of the sea-urchin.

The work in each case was of a preparatory nature, and designed to be carried forward at the next session. Attention was given almost exclusively to laboratory work, and only a few informal lectures on embryological subjects were given by the director. Prof. W. T. Sedgwick, on the invitation of the director, gave two public lectures upon insectivorous plants (especially the *Droseras*).

The work of instruction conducted by Prof. B. H. Van Vleck was confined chiefly to the study of the structure and life-history of invertebrate forms, such as the sponges, hydroids, ctenophores, worms, starfishes, sea urchins, lobsters, crabs, etc. Mounted preparations added much to the value of the instruction. Considerable attention was given to the histological technique, and a large amount of valuable material for use in teaching was collected by each member of the class.[2]

As to the aim and purpose of this new instruction the director, in his opening address, said:

> While this institution traces its historic roots to Penikese, and acknowledges, with pride, its community of descent with numerous summer schools of natural history, it has one feature that distinguishes it from all its predecessors, and on the development of this hangs every pledge of the future. In every attempt hitherto made to combine the two chief interests here represented, instruction has been the

[1] Annual Report Boston Society of Natural History, 1887, p. 4.
[2] First annual report of the Marine Biological Laboratory for the year 1888.

object of first concern. Now, the only way to keep the distributive function efficient and active is to unite it in proper relations with the productive function. The laboratory is the creative agent—the source of all supplies; the school is merely the receiver and distributor. Any attempt to combine the two which ignores or reverses these relations must end in disappointment and failure. The plan pursued must be one that will meet the approval, arouse the interest, and compel the cooperation and active support of the more progressive school of biologists. Our most distinguished zoologist declares, in a letter just received, *I have no sympathy with anything merely devoted to elementary instruction, and unless the greater part of the energy is given to original work, it is of no interest to me.*[1]

The report of the director for the second session (1889) showed a prosperous state of affairs. The number of investigators, teachers, and students in attendance during the session, as compared with the first session, showed an increase to nearly the full capacity of all the laboratories.

The following prospectus issued for the session of 1891 will show the present status of this work.

The corps of instructors for the fourth season (1891) consists of Dr. C. O. Whitman, director, professor of zoology at Clark University, and editor of the Journal of Morphology; E. C. Gardiner, Ph. D., instructor in zoology, Massachusetts Institute of Technology; J. Playfair McMurrich, Ph. D., docent in zoology at Clark University; T. H. Morgan, Ph. D., Bruce fellow, Johns Hopkins University; W. M. Wheeler, fellow in biology, Clark University; H. C. Bumpus, assistant professor of zoology, Brown University; W. M. Rankin, Ph. D., instructor in zoology, Princeton College; Ryoiche Takano, artist; G. M. Gray, laboratory assistant; J. J. Veeder, collector.

In addition to the regular courses of instruction in zoology, botany, and microscopical technique, consisting of lectures and laboratory work under the direct and constant supervision of the instructors, there will be two or more courses of lectures on special subjects by members of the staff. One such course of six lectures will be given by Dr. McMurrich on the *Ctenophora* and the *Turbellaria*. Similar courses on the *Mollusca*, *Crustacea*, and *Echinodermata* will be given by Prof. Bumpus and Dr. Rankin.

There will also be ten or more evening lectures on biological subjects of general interest. Among those who may contribute these lectures and take part in the discussions upon them may be mentioned, in addition to the instructors above-named, the following: Dr. H. Ayers, of the Lake Laboratory; Prof. B. H. Donaldson, Clark University; Prof. W. G. Farlow, Harvard University; Prof. J. S. Kingsley, University of Nebraska; Prof. W. Libbey, jr., Princeton College; Prof. C. S. Minot, Harvard Medical School; Prof. H. F. Osborn, Princeton College; Dr. S. Watase, Clark University; Prof. E. B. Wilson, Bryn Mawr College.

The laboratory is located on the coast at Wood's Holl, Mass., near the laboratories of the United States Fish Commission. The building consists of two stories—the lower for the use of students receiving instruction, the upper exclusively for investigators. The laboratory has aquaria supplied with running sea water, boats, a steam launch, collecting apparatus, and dredges; it is also supplied with reagents, glassware, and a limited number of microtomes and microscopes. The library is provided, not only with the ordinary text-books and works of reference, but also with the more important journals of zoology and botany, some of them in complete series.

The laboratory for investigators will be open from June 1 to August 29. It will be fully equipped with aquaria, glassware, reagents, etc., but microscopes and microtomes will not be provided. In this department there are fourteen private laboratories supplied with aquaria, running water, etc., for the exclusive use of investigators, who are invited to carry on their researches here free of charge. Those who are prepared to begin original work, but require supervision, special suggestions, criticism, or extended instruction in technique, may occupy tables in the general laboratory for investigators, paying for the privilege a fee of $50. The number of such tables is limited to ten. Applicants for them must state precisely what they have done in preparation for original work, and whether they can bring a complete outfit, viz., microscope, microtome, camera-lucida, etc.

For the completion of any considerable piece of investigation, beginners usually require from one to three full years. It is not expected, therefore, that the holders of these tables will finish their work in a single season. The aim is rather to make a safe beginning, which will lead to good results if followed up between sessions, and renewed, if need be, for several successive years. No applications for less than the whole session can be received in this department.

[1] Report of Marine Biological Laboratory, 1888, p. 28.

The laboratory for teachers and students will be opened on Wednesday, July 8, for regular courses of seven weeks in zoology, botany, and microscopical technique. The number admitted to this department will be limited to 30, and preference will be given to teachers and others already qualified. By permission of the director students may begin their individual work as early as June 15 without extra charge, but the regular courses of instruction will not begin before July 8.

More advanced students who may wish to limit their work to special groups will have an opportunity to do so. The regular course in zoloogy, under charge of Prof. Bumpus, will embrace a study of the more typical marine forms and elementary methods of microscopical technique. The laboratory work will be accompanied by lectures. The following is an outline of the course proposed: July 8–13, study of the lobster; July 13–20, (*a*) study of annelids (*Nereis, Serpula, Spirobis*, etc.), (*b*) *Balanoglossus* and *Phascolosoma*, (*c*) *Polyzoa*, (*d*) *Turbellaria;* July 20–27, study of the cœlenterates; July 27–August 3, study of the mollusks (*Mya, Ostrea, Sycotypus, Loligo*); August 3–10, echinoderms (starfish, sea-urchin, holothurian, etc.); August 10–17, crustaceans (*Branchipus, Cyclops, Lernæa, Lepas, Idotea, Orchestia, Cancer*); August 17–26, vertebrates (*Amphioxus, elasmobranch, teleost*).

Arrangements for instruction in botany have not yet been completed, but it is hoped that Mr. Setchell will again be able to take charge of the work in this department.

Applicants must state whether they can supply themselves with microscopes and microtomes. Microscope slides, dissecting and drawing instruments, bottles, and other supplies, to be finally taken from the laboratory, are sold at cost.* The tuition fee is $25, payable in advance.

A department of laboratory supply has been established in order to facilitate the work of teachers and others who desire to obtain materials for study or for classes. It is proposed to furnish, e. g., certain sponges, hydroids, starfishes, sea-urchins, marine worms, crustaceans, mollusks, and vertebrates, in good condition at fair prices.

Wood's Holl, owing to the richness of the marine life in the neighboring waters, offers exceptional advantages. It is situated on the north shore of Vineyard Sound, at the entrance to Buzzards Bay, and may be reached by the Old Colony Railroad (two hours and a half from Boston) or by rail and boat from Providence, Fall River, or New Bedford.

No better proof of the usefulness of the laboratory can be given than the fact that in 1890 there were present 20 investigators and 27 students. These came from all sections of the country and the laboratory may truly be regarded as a national enterprise. It has been so conducted as to secure a general interest in its success on the part of the colleges of the country. The fact that instruction goes hand in hand with investigation, and that the most perfect cooperation among investigators is secured by means of lecture courses in which all take part, gives reason for the hope that the great productiveness which has thus far characterized the laboratory will be far eclipsed in the future, and that to the laboratory there will be generally conceded a distinguished place among the educational institutions of the country.

THE BROOKLYN INSTITUTE BIOLOGICAL LABORATORY.

The most recent addition to the number of seaside laboratories for the investigation of marine life is that opened in 1890, and conducted under the auspices of the Brooklyn Institute. The location of this station is at the head of Cold Spring Harbor, Long Island, a favorable situation for biological study.

The country around affords excellent hunting ground for every form of animal and vegetable life common to the climate. Just above the laboratory is a series of three fresh-water ponds, each fertile in its own peculiar forms of fresh-water life, and through which flows the water of Cold Spring Creek. Just below the laboratory is the harbor of Cold Spring, divided by a sandy neck into an inner and an outer basin. The inner basin is particularly rich in marine life, and the channel between the inner and outer basins has a varied and vigorous growth of algæ, mollusks, and echinoderms. The outer basin has rocky projections,

shallow flats, banks, and eel grass, sheltered pools, oyster beds, and other conditions favorable for collection and study. The outer basin opens into Long Island Sound, whose coast is varied in character for 20 miles in either direction.

The main laboratory occupies the first floor of the New York State Fish Commission building, and is a room 36 feet wide and 65 feet long, provided with ample light from every side. It is furnished with laboratory tables, aquaria, hatching-troughs, glassware, and all the apparatus and appliances required for general biological work. Into the laboratory is conveyed a bountiful supply of the water of the Cold Springs for use in the aquaria and troughs. This water is as pure as a crystal, has the same low temperature throughout the year, and is the water used so successfully by the New York State Fish Commission in hatching and growing salmon, trout, and other food fishes. The laboratory is also supplied with an abundance of salt water, which is pumped up from the harbor into a brick reservoir, from which it runs to the laboratory.

The station is provided with three small row boats and a naphtha launch, together with nets, trawls, and dredges, for use in collecting and dredging. Near the main laboratory is a photographic room, with a dark room and work room adjoining. Each student is provided with dissecting instruments, chemicals, and glassware, to be used in the dissection, preparation, and study of tissues. Microscopes are provided for those students who can not provide themselves with instruments.

The following general course was open during the session of 1891 to each student, and was under the direction of Prof. Conn. It consisted primarily of laboratory study of specimens illustrating the types of animal life. The practical work was accompanied by lectures giving an outline of systematic zoology, for the purpose of showing the relations of the forms studied to other animals. The lectures also touched upon various matters of general biological interest. The types studied in course were as follows: *Protozoa*, study of microscopic forms, including directions in the use of the microscope; (1) *Calenterata*, hydroids, including the study of jelly fishes and the development of hydroids; (2) *Echinodermata*, the star-fish; (3) *Bryozoa*, study of an adult Bryozoan; (4) *Mollusca*, the clam, the snail, development of the oyster or some other type; (5) *Crustacea*, the crab, with a study of its development; (6) *Insecta*, the grasshopper; (7) *Vertebrata*, dissection of the fish, dissection of the frog.

Accompanying this course of laboratory work and lectures was given instruction in methods of mounting objects and in the preparation of microscopic sections. Opportunity was also given for collecting and surface skimming.

A special feature of the laboratory this season was an extended course in the methods of bacteriological research. The course consisted of laboratory work on the culture and propagation of bacteria, identification of species, and of lectures and demonstrations by the director. Only those who were well prepared by previous study and experience in biological or medical work were admitted to the course.

Students who pursue the general course of instruction during the summer, and who have time for extra work, are given the instruction and facilities necessary to enable them to carry on special investigations, while those students who have already gained the knowledge and experience which is provided by the general course are permitted to give their entire time to special work.

The laboratory was opened for the season on Tuesday, July 7. The

regular session for students was continued from that date until Frida August 28.

A good reference library is placed at the service of students, and collection of algæ serves to guide students in marine botany. In ad tion to the regular lectures given in connection with the laborato work, evening lectures occur two or three times a week, illustrated the aid of a magic lantern. The lantern is provided with a verti attachment and with large and small cells, in which forms of life m be placed and their structure exhibited on the screen. A microsco attachment to the lantern enables lecturers to demonstrate points minute anatomy, and a large collection of lantern slides of biologi subjects furnishes the means for comparison of many allied forms a structures. The evening lectures are open to the public.

For the summer sessions of 1892 lectures are announced to be del ered by Profs. H. W. Conn, A. S. Packard, William C. Peckham, Hen T. Osborn, Bashford Dead, John B. Smith, B. D. Halstead, T. Hooper, Thomas Morong, A. M. Kirsch, Charles W. Hargett, H. Osborn, and Julius Nelson. It is expected, also, that other speciali will visit the laboratory during the summer and deliver lectures.

IMPORTANCE OF THE SUMMER SCHOOLS OF BIOLOGY.

The work that has been performed by these biological schools been of a very valuable order, and the comparative prosperous con tion of the institutions of this class now existing indicate a fruit future. The methods of instruction followed have been of the m advanced character, and illustrate in its purest form the induct laboratory method in education. In many instances the researc carried on or commenced at these stations have led to discoveries great importance to the whole scientific world and to commerce well. An instance of this is to be seen in the work of Prof. W. Brooks upon the oyster and its cultivation. At these several seas stations teachers in various institutions have been afforded the opp tunity of making the personal acquaintance of each other, of excha ing views, acquiring new methods, and generally deriving encoura ment and stimulation in their work. Younger students have likew been able to obtain a personal help from the different professors, a to obtain an insight into proper methods of original research, not to obtained at the university or college.

Perhaps it would not be too much to say that to the influence exert by these summer schools of biology is due, more than to any oth one cause, the rapid progress that recent years has witnessed in t teaching of biology in the United States.

PART II.

Summer Schools Giving Instruction in Single Subjects.

I.—SCHOOLS OF PHILOSOPHY, LITERATURE, AND ETHICS.

I have made my second group of summer schools include those giving instruction in single branches of knowledge. Principal among the schools embraced under this head are those where instruction has been limited to the so-called "culture sciences," to philosophy, literature, and ethics. As in our treatment of the schools of biology, we were able to trace the establishment of them all, more or less directly, to the influence exerted by the Penikese school, so in our description of the schools falling within the scope of this chapter we shall find, in a degree, the same general influence exerted by the first established school of their class—the Concord Summer School of Philosophy.

THE CONCORD SUMMER SCHOOL OF PHILOSOPHY AND LITERATURE.

The Concord Summer School of Philosophy and Literature occupies a unique and important place in the history of educational experiments of the United States. The aim of this school, which for ten successive summers met at Concord, its first session being in 1879, was "to bring together a few of those persons who, in America, have pursued or desire to pursue the paths of speculative philosophy, to encourage these students and professors to communicate with each other what they have learned and meditated, and to illustrate, by a constant reference to poetry and the higher literature, those ideas which philosophy presents. The first purpose of the school was conversation on serious topics, the lectures serving merely as a text for discussion, while dispute and polemical debate were avoided. It sought in the discussions at Concord, not an absolute unity of opinion, but a general agreement in the manner of viewing philosophic truth, and applying it to the problems of life."[1] No lecturer was supposed to conform his ideas to what was said by others, and there was no "Concord school" of philosophy, except that the lecturers generally agreed in an utter repudiation of materialism, and in maintaining the existence of a personal, self-conscious, spiritual cause above the material universe.[2]

The genesis of a school of this character can be traced back to an idea conceived by Amos Bronson Alcott in 1842, but the materialization of this hope did not come until many years later. In 1878, the visit of Dr. Jones, of Illinois, and the conversation with him, suggested to Mr. Alcott that the time had at last come for realizing his long-felt desire for a conversational school of philosophy and literature to be established in his own town. Accordingly, in the spring of 1879, under the advice and with the cooperation of Ralph Waldo Emerson, the late Prof. Pierce, of Harvard University, Mrs. Cheney, Dr. W. T. Harris, and other friends of Mr. Alcott, the public were invited to the first session of the school, which was opened in Mr. Alcott's study, at the "Orchard House," now the residence of Dr. Harris. Later sessions were held in the "Hillside House," a building erected for this purpose a few steps from the "Orchard House." The officers of the school were: Mr.

[1] Preface to Genius and Character of Emerson, published by the school.
[2] Introduction to Concord lectures on philosophy, 1882.

A. B. Alcott, dean; Mr. S. H. Emery, jr., director; and Mr. F. B. Sanborn, secretary. These three, with Dr. Harris and Dr. H. K. Jones, constituted the faculty.

The attendance much exceeded the expectation of the faculty, although the season was much longer than was afterwards found expedient, the term being six weeks. The chief lecturers were five in number, occupying the five week days before Saturday, which was given up to single lectures on general topics. During the next three years the sessions were five weeks; in 1882 and 1883, four weeks; and after that two weeks only. The whole number present at the first session was nearly 400, of whom about one-fourth were residents of Concord.

The last session of the school was held in the summer of 1887. The best idea of the work done by this school, its character, the variety of subjects considered, and the eminent men who there elaborated their philosophies, can be gained from the following abridged programme of the courses and lectures for the several years.

FIRST YEAR'S PROGRAMME, 1879.

Mr. A. Bronson Alcott, 10 lectures on "Christian theism."
Dr. William T. Harris, 10 lectures on "Speculative philosophy."
H. K. Jones, 10 lectures on "Platonic philosophy."
D. A. Wasson, 10 lectures on "Political philosophy."
Mrs. Ednah D. Cheney, 10 lectures on "The history and moral of art."
Special lectures were given by Mr. Ralph Waldo Emerson, Prof. Benjamin Peirce, Mr. Thomas Wentworth Higginson, Mr. Thomas Davidson, Mr. F. B. Sanborn, Rev. Dr. Cyrus A. Bartol, and Mr. Harrison G. O. Blake.

SECOND YEAR'S PROGRAMME, 1880.

Mr. A. Bronson Alcott, 5 lectures on "Mysticisms."
Dr. H. K. Jones, 5 lectures on "The platonic philosophy" and 5 on "Platonism in relation to modern civilization."
Dr. W. T. Harris, 5 lectures on "Speculative philosophy" and 5 on "History of philosophy."
Rev. J. S. Kedney, D. D., 4 lectures on "The philosophy of the beautiful and sublime"
Rev. William H. Channing, 4 lectures on "Oriental and mystical philosophy."
Special lectures by Mrs. Ednah D. Cheney, Mrs. Julia Ward Howe, Mr. John Albee, Mr. F. B. Sanborn, Dr. Elisha Mulford, Mr. H. G. O. Blake, Rev. Cyrus A. Bartol, Rev. Andrew P. Peabody, Mr. R. W. Emerson, Rev. Dr. F. H. Hedge, and Mr. David A. Wasson.

THIRD YEAR'S PROGRAMME, 1881.

Mr. A. Bronson Alcott, 5 lectures on "The philosophy of life."
Dr. W. T. Harris, 5 lectures on "Philosophical distinctions," and 5 on "Hegel philosophy."
Dr. H. K. Jones, 5 lectures on "The platonic philosophy," and 5 on "Platonism in its relation to modern civilization."
Mr. D. J. Snider, 5 lectures on "Greek life and literature."
Special lectures by Mrs. Julia Ward Howe, Mrs. Ednah D. Cheney, President John Bascom, Prof. G. S. Morris, Mr. F. B. Sanborn, Dr. Elisha Mulford, President Noah Porter, and others.

FOURTH YEAR'S PROGRAMME, 1882.

Mr. A. Bronson Alcott, 4 lectures on "The personal, general, and individual mind."
Dr. Harris, 5 lectures on "The history of philosophy;" 3 on "Fichte's philosophy," and 2 on "Art."
Dr. Jones, 8 lectures on "Christian philosophy."
Dr. Kedney, 3 lectures on "Hegel's aesthetics," and 1 on "The philosophy of Ferrier."
Mr. F. B. Sanborn, 3 lectures on "Oracular poetry."
Prof. John Watson, 3 lectures on "Schelling."
Special lectures by Miss E. P. Peabody, President Porter, Mrs. Julia Ward Howe, Mr. G. P. Lathrop, Mr. Alexander Wilder, Rev. Dr. McCosh, and others.

FIFTH YEAR'S PROGRAMME, 1883

Dr. Harris, 8 lectures on "Elementary lessons in philosophy."
Dr. G. H. Howison, 4 lectures on "Kant."
Prof. William James, 3 lectures on "Psychology."
Dr. D. J. Snider, 4 lectures on "Homer and the Greek religion."
Dr. Kedney, 2 lectures on "Art appreciation and the higher criticisms."
Mr. F. B. Sanborn, 4 lectures on "New England philosophers."
Special lectures by Mr. Julian Hawthorne, Miss E. P. Peabody, Mr. John Albee, Rev. Dr. Bartol, Mrs. E. D. Cheney, Mr. E. D. Mead, Mrs. Julia Ward Howe, Mr. David A. Wasson, Mr. Lewis J. Block, and Mr. H. G. O. Blake.

SIXTH YEAR'S PROGRAMME, 1884.

Readings from Mr. Alcott's "Diary and correspondence."
Fourteen lectures by various speakers, on the "Genius and character of Emerson."
Five lectures on Immortality, by various speakers.

SEVENTH YEAR'S PROGRAMME, 1885.

I. Goethe's Genius and Work; 18 lectures by various speakers.
II. A Symposium: Is Pantheism the Legitimate Outcome of Modern Science?
Lectures by Rev. Dr. A. P. Peabody, Mr. John Fiske, Dr. Harris, Dr. G. H. Howison, Dr. F. E. Abbott, and Dr. Montgomery.[1]

EIGHTH YEAR'S PROGRAMME, 1886.

I. Dante and His Divine Comedy; 12 lectures and conversations.
II. Plato's Philosophy; 12 lectures by various speakers.

NINTH YEAR'S PROGRAMME, 1887.

The subject of the lectures in 1887 was "Aristotle and His Philosophy in its Relation to Modern Thought." There were three courses—two general and one special. The first, given in the mornings of the session, dealt with Aristotle's philosophic system as a whole, and endeavored to give a complete account of it, its origin and influence, and to determine as far as possible the points of identity and difference between it and the thought of recent times, since Bacon, Descartes, and Locke. The other general course treated of Aristotle's art doctrines, and particularly of his dramatic theory, comparing it with modern theories. The special course, or "symposium" was devoted to ontology, how far such a science is possible, and its effect upon science, ethics, art, and religion. At this session, in addition to the 12 morning and 10 evening lectures on Aristotle and the papers on ontology, there were discussed by the advanced students 26 general topics on the influence of Aristotle's writings, his æsthetics, and his theory of cognition and ontology.

The sessions lasted during the month of July, 1887.

TENTH YEAR'S PROGRAMME, 1888.

This session, the last of the Concord School, lasted but one day, and was devoted to an Alcott memorial service. The exercises consisted of a biographical address by F. B. Sanborn; a lecture upon "The philosophy of Mr. Alcott," by W. T. Harris, and remarks and reminiscences by various speakers.

In some respects the Concord Summer School of Philosophy stands for the highest development of the extra-university method of instruction. At Concord were gathered the leading thinkers in speculative philosophy, and through their lectures and the attendant discussions were opened up and traced the paths along which modern philosophic thought was tending. Old-World systems of thought, both new and old, were considered and interpreted in the light of the nineteenth

[1] Lectures on Pantheism appeared in the Journal of Speculative Philosophy for October, 1885, except Mr. Fiske's "Idea of God."

century's learning. The following quoted paragraph shows the important task to the performance of which this school applied itself:

> Exactly what we are about, what is the value of our civilization, and toward what ideals we are working, are things not so clear as they might be, and there is great need of keener analysis and more careful thinkers to prevent our drifting blindly—to prevent, that is, not by obstructive conservatism, but by progressive comprehension. To educate for this purpose, then, is another object of the school. In order to know what to teach and what to receive we must seek through philosophy the one central principle on which the world—the universe—rests. Then we have to trace this back again from that, through all its manifestations in religion, governments, literature, art, science, and manners. This is manifestly a large job, and the Concord School does not expect to carry it out so that it will never have to be done again, but rather to set people in the right path, so that they can keep on doing it forever. At a time when Germany is overpowered by the influence of Mill, Spencer, and Darwin, and the genius of materialism is getting so strong a hold everywhere, it is interesting to find that the Concord School reasserts with breadth and penetration the supremacy of the mind. * * * But it must not be supposed that the school is hostile to science; on the contrary, it approves and heartily sympathizes with it in its great work, which, properly regarded, it considers tributary to the highest ends of existence.[1]

Several of the lectures read at the Concord School have been published. In 1882 was issued a volume entitled Concord Lectures on Philosophy,[2] comprising outlines of all the lectures during the session of 1882. In 1884 was published by the school a volume containing all essays and poems read in the special course of 1884 on "The Genius and Character of Emerson."[3] The lectures upon Goethe have also been published under the title of "The Life and Genius of Goethe."[4] Mr. John Fiske's lectures on "The Destiny of Man," and on "The Idea of God," have also been printed as separate volumes by Houghton, Mifflin & Co. A large number of the single lectures have also appeared in reviews and other periodicals

For several years now this school has been closed. Its sessions were discontinued, not because of lack of success, for its promoters considered that their efforts had been rewarded to a greater extent than they had anticipated. It was believed that the task for which the school had been established had been performed. The foremost thinkers of the time and of the country had been gathered together, had mutually stimulated each other by lecture, discussion, and conversation, and the present position of philosophic thought had been clearly enunciated. The day may come when we will recognize that by these discussions the thought of the time was appreciably influenced and that through these teachings a service was performed in stemming, or at least giving a higher and proper interpretation to, the materialistic tendencies of the age.

The influence exerted by the Concord School resulted in the establishment of several other educational experiments following somewhat the same methods, and occupying to an extent the same field.

THE GLENMORE SCHOOL FOR THE CULTURE SCIENCES.

After the closing of the summer school at Concord, the idea was taken up by Mr. Thomas Davidson, the exponent and translator of the Italian philosopher, Antonio Rosmini, and for a few years there was conducted by him at Farmington, in Connecticut, a meeting similar to that which had been held at Concord. Farmington appearing somewhat ill situated for the purpose, the locality of the school was changed

[1] Harper's Weekly, August 19, 1881.
[2] 8vo. Press of Moses King, Cambridge.
[3] 12mo. Ticknor & Co., Boston, pp. 469, $2.
[4] Ticknor & Co., pp. 479, $2.

to the little town of Glenmore, situated in the very heart of the Adirondacks. The culture sciences, to which the school is devoted, have for their subject (the programme explains) "man's spiritual nature, his intelligence, his affections, his will, and the modes in which these express themselves. Culture includes a history, a theory, and a practice, a certain familiarity with which must be acquired by every person who seriously desires to know his relations to the world, and to perform his part worthily therein. The aim of the school, therefore, is twofold—(1) scientific, (2) practical. The former it seeks to reach by means of lectures on the history and theory of the culture sciences, and by classes, conversations, and carefully directed private study. The latter it endeavors to realize by encouraging its members to conduct their life in accordance with the highest ascertained ethical laws, to strive after 'plain living and high thinking,' to discipline themselves in simplicity, kindliness, thoughtfulness, helpfulness, regularity, and promptness."

The following programme of the work of the session of 1892 illustrates the character and scope of the instruction given at this school:

The following gentlemen will give instruction in the subjects appended to their names:

(1) Prof. J. Clark Murray, LL. D., of McGill University, Montreal, Canada. (July 16 to end.)
- A. "The Philosophy of Kant: (*a*) The man and his time; (*b*) His problem; (*c*) Its solution in (*a*) Speculative, (*β*) Practical, and (*γ*) Æsthetic science" (6 lectures).
- B. "The evolution of knowledge, with special illustrations from the perceptions of sight, and special application to the general theory of the evolution of nature" (6 lectures).
- C. "Social morality: A discussion of living problems with regard to the determinate obligations of justice and the indeterminate obligations of benevolence" (6 lectures).

(2) Hon. W. T. Harris, LL. D., United States Commissioner of Education, Washington, D. C. (Latter half of July.)

"The philosophy of A. Bronson Alcott, R. W. Emerson, and the New England transcendentalists" (3 or 4 lectures).

(3) Prof. John Dewey, PH. D., of Michigan University. (All the time.)

"Tendencies of English thought during the nineteenth century."
- A. Rousseau: The influence from France.
- B. Gœthe and Kant: The influence from Germany.
- C. Bentham and Mill: The new liberalism.
- D. Newman and the Oxford movement: The new conservatism.
- E. Carlyle: The conflict.
- F. Emerson: The hope.

(4) Prof. Josiah Royce, PH. D., of Harvard University. (July 20–29.)

"Some recent tendencies in ethical doctrine and their outcome."
- I. Introduction: Kant's "Categorical imperative".
- II. The law of love in recent ethics; Schopenhauer; the utilitarians; the philanthropic spirit."
- III. The "law of the healthy social order," Spencer, Von Ihering, Wundt, Paulsen."
- IV. Tolstoï and the "Invisible moral order" in recent ethics.
- V. The evolution of the moral consciousness.
- VI. The authority of conscience.

(5) Mr. Max Margolis (of Wilna, Berlin, and Columbia College), PH. D. (All the time.)

"Jewish literature from the close of the Scripture canon to the close of the Talmud (B. C. 100–A. D. 600)." (Fourteen lectures.)

(6) Mr. A. J. Léon (Ibn Abi Suleimân, of Berut, Paris, and Johns Hopkins University), PH. D. (All the time.)
- A. "The Qorân" (2 lectures).
- B. "Primitive history and religion of Arabia, and the rise and development of Islam" (6 lectures.)
- C. "Manners and customs of the modern East, illustrative of biblical antiquity" (6 lectures).

(7) Mr. Thomas Davidson. (All the time.)
A. "Greek philosophy from the death of Aristotle to the rise of Islâm (B. C. 322–A. D. 611), and its influence on Christian Teaching."
B. "Æschylus's Oresteia and Shakespeare's Hamlet.—A comparative study, philosophical, æsthetic, religious, and ethical, of the Principles of the Greek and English dramas."
C. "The Kingdom of God. Christianity and its relation to Judaism.—An exposition of the Epistle to the Hebrews." (Sundays.)
(8) Mr. Louis J. Block, of Chicago. (In August.)
"The philosophy of literature" (3 or 4 lectures).

Besides these gentlemen, several others are expected to lecture from time to time, and, if there be a sufficient demand, classes will be formed for the study of Greek, Latin, Arabic, Hebrew, Syriac, Italian, Anglo-Saxon, and Icelandic.

Mr. A. L. Léon, PH. D., will give daily lessons in French, and Mr. Max Margolis, PH. D., and Miss Rota Knorr, in German, conversationally or otherwise.

Direction in private study will be given from the middle of May to the middle of October, and students will be received during all that time; but the school proper will begin on July 1 and end on August 31, lasting nine weeks.

CHICAGO KINDERGARTEN COLLEGE LITERARY SCHOOL.

Since 1889 there has been conducted, each year, under the auspices of the Chicago Kindergarten College, a session of a literary school. At each of these sessions, held either at Easter or Christmas holiday season, there have been courses of lectures on some one great man of letters. The prime mover in this school has been Mr. Denton J. Snider, the author of A Commentary on the Shakespearean Drama, A Commentary on Goethe's Faust, Commentary on Homer, and A Walk Through Hellas. The session of 1892, held at Easter time, was devoted to Dante. Ten lectures were given by Mr. Snider, Prof. Thomas Davidson, Dr. David Swing, Rev. Martin R. Vincent, and others.

The method of the literary instruction given at these several sessions has been the same as that followed by Mr. Snider in his numerous works. The masterpieces of literature have been studied, each as an organic whole. Their structure and motives have been examined, the constituent parts separated and described, and the bearing of each part upon the other explained. Thus, there has been delineated at once the organic unity of the author's production and the manner in which each member and organ has been made to play its proper part in contributing to the symmetry and purpose of the whole.

MILWAUKEE LITERARY SCHOOL.

Imitative, also, of the methods followed at Concord, was a course of lectures on "The poetry and philosophy of Goethe," given before the Milwaukee Literary School in August, 1886. These lectures and the extempore discussions evoked by them were phonographically reported and have been published in bound form.[1] The lectures, among others, included the following: "Goethe's Wilhelm Meister as the gospel of culture," by Commissioner W. T. Harris; "Goethe as a scientist," by James MacAlister; "Goethe's relation to English literature," by Mr. F. B. Sanborn; "The Divine Comedy and Faust," by Mrs. C. K. Sherman; "The mythology of the second part of Faust," by Prof. D. J. Snider; "The elective affinities," by Mrs. M. A. Shorey; and "What is most valuable to us in German philosophy and literature," by W. T. Harris.

That which impressed the writer most, when reading the report of this course of lectures, even more than the value of the lectures themselves, was the value of the discussions that were evoked. This

[1] S. C. Griggs & Co., Chicago, 1887. Edited by Marion V. Dudley.

value clearly indicates the wisdom of the leaders of "University Extension" in appending this educational feature to all their courses. By this means, not only are the lectures broadened in their scope, and the application of the doctrines enunciated indicated, but also vague or misunderstood statements of the lectures explained or qualified.

THE SCHOOL OF APPLIED ETHICS AT PLYMOUTH.

This is one of the latest experiments in summer instruction, and from the uniqueness of its scope and the success it obtained at its first session is deserving of a somewhat extended notice. The following sketch of this school is extracted from the Review of Reviews for September, 1891: "In many respects the most noteworthy of the new special summer schools inaugurated in 1891 has been that of 'Applied Ethics,' at Plymouth, Mass., in session from July 1 to August 12. The term 'applied ethics' might not carry to all minds an accurate or complete idea of the scope of the school. Possibly the words 'practical sociology' would be more truly expressive of the character of the work that was actually done at the first session. The history and progress of mankind and of communities in matters of religious belief, moral doctrine and practice, and in economic life and welfare were the general themes which were presented and discussed in many topics and phases."

Prof. Felix Adler must be regarded as the founder of the school. It was widely advertised; but its modest announcements resulted in the assemblage of a considerable body of modern pilgrims at Plymouth. Clergymen, teachers, students, workers in various fields of philanthropy, and cultivated men and women of different professions, or of no profession, made up audiences which the lecturers found it a pleasure to meet.

Prof. Henry C. Adams, of the University of Michigan and of the Interstate Commerce Commission, was the director of the department of economics. The plan of the department called for three lectures a week by Prof. Adams, as the backbone of the course, dealing methodically with the history of industrial society and economic doctrine, principally in England and America, and tracing the rise of the conditions in the world of labor that are the themes of so much present-day discussion and anxiety. Parallel with this broad and consecutive course of lectures, dealing with economic progress as a philosophic whole, were groups of special lectures upon practical topics. As a rule there were three lectures in each group. Thus Prof. John B. Clark, of Smith College, discussed modern agrarianism, including talks upon the single-tax movement and the Farmers' Alliance. Mr. Albert Shaw's course treated of social questions suggested by the crowding of cities, including housing and transit, slums and pauperism, Gen. Booth's "Darkest England" project, and London movements for the practical instruction of the masses. Prof. Taussig, of Harvard University, lectured upon cooperation, describing most instructively British distributive cooperation, German cooperative credit banks, profit-sharing, and productive cooperation in Europe and America, and workingmen's insurance projects. Factory legislation was discussed by Mr. Carroll D. Wright, the United States Commissioner of Labor. President Andrews, of Brown University, gave a course upon socialism, stating the socialists' complaint, explaining the socialistic remedy, and suggesting what he himself believed to be better ways of social reform. Prof. Edmund J. James, of Philadelphia, discussed educational questions at home and abroad. In connection with the economic lecture

courses, Mr. Katzenstein conducted a daily class in the principles of political economy.

A second department of the school was that of the history of religions, conducted by Prof. Crawford H. Toy, of Harvard University, with whom were associated a group of accomplished scholars. Prof. Toy's course of 18 lectures, dealing with the history of religions as a science, explaining its aims and methods, was the basis of the work in this department, and was of the highest interest and value. Its classifications, historical reviews, examinations of religious systems—ancient and modern, and analyses of the relations of religion to government, society, ethics, art, and philosophy, were a strong groundwork for the special courses. Prof. Maurice Bloomfield, of the Johns Hopkins University, lectured upon the origin, doctrines, and ethics of Buddhism. Prof. George E. Moore, of Andover Theological Seminary, gave the course on "Islam," discussing the beginnings, the formative period, and the ruling ideas of Mohammedanism. Prof. Morris Jastrow, jr., of the University of Pennsylvania, lectured upon the Babylonian-Assyrian religion—the gods, spirits, and beliefs of the Babylonians and Assyrians, their religious literature, and the relations of their culture to their religion. The course upon "The Greek religion" was given by Prof. B. I. Wheeler, of Cornell University, who explained its general characteristics and its ritual, and set forth the Homeric beliefs concerning the soul. Prof. G. L. Kittridge, of Harvard University, discoursed of the gods and the religious system of the Norsemen, under the general topic of "The Scandinavian religion." Finally, Mr. W. W. Newell, of the Journal of American Folklore, lectured upon "The religion of the laity in the Middle Ages."

The third department of the school, that of ethics, was under the immediate direction of Prof. Adler, of New York, whose course of 18 lectures, developing a system of applied ethics, with special reference to the moral instruction of children, extended through the six weeks. In Prof. Adler's department, Dr. Charlton T. Lewis, of New York, gave a course upon criminals, and the State dealing with the theories of penal legislation, the history of prisons, and the progress and prospect of prison reform. Prof. J. B. Thayer, of the Harvard Law School, and Mr. Herbert Welsh, of Philadelphia, gave lectures upon the Indian question, Mr. Thayer discussing its legal aspects and Mr. Welsh summarizing its history and politics and the prospects of reform. Mr. John H. Finley, of the New York State Charities Aid Society, presented a course upon the organization and method of charity in cities. Prof. Robert E. Thompson, of the Pennsylvania University, under the theme of "Politics and ethics," spoke of the moral aspects of patriotism, party, and international relations. Other courses in this department were by Mr. W. M. Salter, of Chicago, upon "Ethical theory;" Mr. W. L. Sheldon, of St. Louis, upon "Reform movements among workingmen;" Prof. W. E. Sheldon, of Boston, upon "Humane treatment of animals," and Dr. E. G. Hirsh, of Chicago, upon "The ethical ideal in education."

The lectures were given in the old high school of Plymouth, a building now nearly a century old. The daily programme interwove the departments, no 2 lectures being given at the same hour, and none of the departments had a body of exclusive adherents. Receptiveness, breadth, and tolerance marked the entire work of the school. The series of Sunday afternoon addresses, by representatives of different religious creeds, was popular and instructive. At one time or another during the six weeks over 200 students, representing 20 States and the Dominion of Canada, were in attendance. Of this number about 30

were clergymen, 40 teachers, 20 lawyers, physicians, newspaper men, and women, etc., and a number of college professors and instructors.

The success of this initial season certainly justifies the expectation that the school will become a permanent institution. Twenty years ago it could scarcely have been possible; and even ten years ago the encouragement for its maintenance would have been comparatively slight. But the times and their needs have changed. A host of practical questions of ethical import confront our American society with a distinctiveness that compels recognition, and their study in annual summer conferences at Plymouth, in a scientific and impartial spirit, can but serve a useful purpose.

The second annual session of the School of Applied Ethics opened at Plymouth, Mass., July 6, 1892, and continued six weeks. The following is the general announcement of the courses of lectures that were given:

(*1*) *Economics.*—In this department there will be the following courses: "Changes in theory of political economy since Mill," Prof. H. C. Adams; "Theory of social progress," Prof. F. H. Giddings; "Function of philanthropy in social progress," Prof. F. W. Taussig; "Statistical presentation of industrial and social questions," Hon. Carroll D. Wright; "Critical study of the labor problem and the monopoly problem," Prof. H. C. Adams.

(*2*) *History of religions.*—In this department the week-day lectures will be devoted to the study of the religious ideas of the Hebrews. There will be six courses of 5 lectures each, as follows: "The Prophets," Prof. Moore; "Persian influence on Judaism," Dr. Jackson; "The ritual law," Prof. Jastrow; "The Psalms," Dr. Peters; "The wisdom books," Prof. Toy; "The Talmud," Dr. Hirsch. The Sunday afternoon lectures will deal in general with the relation of religion to the social questions of to-day.

(*3*) *Ethics.*—The principal course in this department will be given by William Wallace, M. A. It will consist of 15 lectures on "Variations of the moral standard," illustrated by the "History of ethical theories." The shorter courses will probably include an historical treatment of the "Relation of church and state," by Prof. Burgess; The temperance question," "The idea of justice," and "The moral evolution of our political institutions."

II.—SCHOOLS OF LANGUAGES, MUSIC, ORATORY, EXPRESSION, AND OF PHYSICAL TRAINING.

THE SUMMER SCHOOL OF LANGUAGES AT AMHERST COLLEGE.

The Amherst summer school was established in 1877 by Dr. L. Sauveur, with the cooperation of members of the faculty of the college. In 1883 Dr. Sauveur retired and established a school at Burlington, Vt., since which time the Amherst school has been under the direction of Prof. William L. Montague. The fundamental idea of this school, as expressed in its last announcement, has been "to furnish the best instruction in different departments at the least possible expense to the pupils, and, especially in French and German, to establish a sort of foreign society pervaded by such a linguistic atmosphere that everyone who enters it, even as a spectator, shall be inspired with new vigor and enthusiasm in language studies." It has been the aim of the school to supply the wants of the following classes of students:

First. Teachers, especially American teachers of foreign languages, who desire to gain hints and suggestions on the latest and best methods of teaching those languages.

Second. Professional and business men and women who would like to devote a brief vacation to the study of the humanities; "those who enjoy mental culture and literary society while seeking recreation amid rural scenes of great natural beauty."

Third. Students who desire to begin the study of a language or to make up deficiencies, or to gain greater familiarity with languages. The amount of study is optional. In French and German there are 3 or 4 professors in each language, each teacher having usually 3 classes, thus giving a variety of instruction adapted to the wants of students of different grades of proficiency. The instruction is based on the oral or inductive method.

The morning is devoted to recitations, the afternoons and evenings to lectures and gymnastics or recreation; Saturday to picnics and excursions. Thus are spent the five weeks that constitute the duration of the summer term.

This school has now held 15 consecutive sessions. Since beginning the scope of the instruction has been gradually enlarged, and some subjects other than the languages taught. During the last session there were 22 teachers and lecturers, arranged in 12 departments. The attendance was over 200. The 12 departments were as follows: French, German, Greek and Latin, Italian, Spanish, English literature, art, physical education, chemistry, Anglo-Saxon and early English, library economy, and mathematics. The extent to which this school has, by the above showing, gone outside of the languages in its instruction might seem to render improper classification under the head of schools giving instruction in one department of knowledge only, but the fact is that it is but recently that this departure has been made, and even now the main energy of the school has been along the same line as that to which its efforts in the past have been wholly directed, viz, linguistic studies.

THE SAUVEUR SUMMER COLLEGE OF LANGUAGES.

This is the oldest school of this class in the country. "The Sauveur Summer College of Languages," writes Dr. Sauveur, "is the parent, the prototype of all the schools of the same order that have since been established. The first session was held at Plymouth, N. H., in 1876. At that time no summer school of this character was in existence. Two years later the institute at Martha's Vineyard was opened, and the following year Chautauqua. From 1877 to 1883 the work of Dr. Sauveur was at Amherst College. In 1883 Dr. Sauveur retired, as has been said, from the management of the Amherst school, and in 1884 reopened his school at Burlington, Vt. In 1886 the school was moved to Oswego, N. Y., where the sessions of that year and of 1887 were held. Since then the sessions have been again at the University of Vermont, at Burlington. During its existence the school has had over 3,000 students in attendance. Half of these have been teachers. The attendance for the session of 1890 was 235. The last announcement showed a faculty of 14 professors, giving instruction in the following subjects: French, German, Italian, Spanish and modern Greek, Latin and ancient Greek; comparative grammar of the English language, and the formation of modern English; English literature, and rhetoric. The session lasted from July 7 to August 1. This institution is thus seen to be strictly a school of languages. The method of instruc-

tion is the natural method, the introduction of which in our schools Dr. Sauveur has done so much to forward. Dr. Sauveur is the author of a large number of educational works, among which are his "Introduction to the Teaching of Living Languages," "Introduction to the Teaching of Ancient Languages," "Entretiens sur la Grammaire," "Grammaire Française pour les Anglais," "Causeries avec mes Elèves," and "La Parole Française." Besides these, Dr. Sauveur has edited and annotated American publications of several of the French classics.

OTHER SUMMER SCHOOLS OF LANGUAGES.

For four years there has been a Berlitz summer school of languges at Asbury Park, N. J. The average attendance has been about 75 students. The present faculty numbers 13. Besides simple instructions in French and German, a normal course has been given to teachers, in which are explained the various methods of teaching languages. A Berlitz summer school opened last year at Chicago, with what success I do not know.

A summer school of languages of Cornell and Iowa colleges was held in 1887. Its subsequent history I have been unable to discover.

SUMMER SCHOOLS OF MUSIC AND OF ORATORY.

There have been several summer schools of this class, and among them the following: The Lexington (Mass.) Normal Music School; Batchellor's Tonic Sol-fa Institute, Philadelphia; Seward's Tonic Sol-fa Institute; Straub's American Normal Musical Institute; Dr. S. S. Curry's School of Expression; The Boston School of Oratory; National School of Elocution and Oratory.

THE LEXINGTON (MASS.) NORMAL MUSIC SCHOOL.

This school for the training of teachers was established in 1883 and has had a successful existence, and now possesses a national reputation. In answer to an inquiry regarding the school, the principal, Mr. H. E. Holt, writes (1891):

> Seven years ago I opened a summer school for the study of normal methods as applied to the teaching of music. We had 11 teachers the first year, and the number has steadily increased each year, the term of 1890 numbering 130, with a graduating class (three years' course) of 24. We have teachers from all parts of the country, and the number and quality are constantly increasing. Next year we shall arrange for a post-graduate course. We are not able to supply the demand for well-trained teachers. I also have classes for the training of teachers on Saturdays in Boston. These classes are well attended and the interest is constantly increasing.

SCHOOL OF EXPRESSION.

The first summer term of this school, at whose head is Dr. S. S. Curry, was held at Martha's Vineyard in 1886. It was attended by 29 students, nearly all of whom were professors in colleges or teachers in normal schools or clergymen.

The second term was held at Saratoga Springs, N. Y., the summer of 1887. There were 23 students. The clergymen came from 7 different denominations.

The summer session of 1888 was held in Boston. There were graduates from 7 different colleges, and the students came from 20 different States and Canada. The number of students was 42.

The summer term of 1889 was held at Lancaster, Mass. The number of students was the same as the preceding year.

The fourth summer term, that of 1890, was held at Newport, R. I., and so happy were the students in the place that they voted a request to have the session there another year. The next summer school will accordingly be held at Newport in 1891.

The amount of work done by each student in the school has been on an average six hours a day for five weeks. The following subjects have been taken up: Vocal training, phonology and articulation, vocal expression, physical training, pantomimic expression, Shakespeare, Browning, Tennyson, extemporaneous speaking, public reading, methods of training voice and vocal expression, the history of pedagogy in relation to elocution and expression, principles of educational reformers and lessons deducted from them for expression, etc.

The Boston School of Oratory for special instruction in the synthetic philosophy of expression and literature held a summer session of five weeks in 1890. Summer sessions were also held by the National School of Elocution and Oratory, James E. Murdock, president, in Philadelphia; and by the National School of Elocution and Oratory at Ann Arbor. The Monroe College of Oratory, Boston, Mass., which held a summer session in 1887, is now merged with the Martha's Vineyard Summer Institute, and bears the name of Emerson College of Oratory. This school has been exceedingly successful, and had an attendance in 1890 of over 100 students.

INTERNATIONAL Y. M. C. A. TRAINING SCHOOL.

The Young Men's Christian Association Training School is located in Springfield, Mass., and is the first, and as yet, the only institution of its kind in existence. Its object is to prepare Christian young men to become efficient general secretaries and gymnasium instructors in the Young Men's Christian Associations. The school has therefore two departments, the one known as the secretarial and the other as the physical or gymnasium department. For five successive summers, beginning in 1887, the school has held a summer session of its gymnasium department. At the last session held (1891) there were nine instructors, giving instruction in Bible study, organization and methods of association work, athletics and aquatics, physiology, physical department management, fencing, wrestling, anthropometry. Swedish system of gymnastics, prescription, first aid, Delsarte system, library and literature of physical education. There were also five special lectures. The number of men registered for the five sessions were respectively 28, 50, 57, 48, and 38, "showing," says the secretary, "the great increase at first and the gradual falling off now that the special stress of the first call for gymnasium directors has passed, as more thoroughly trained men are put forward by the regular schools to fill the positions."

It has been decided to hold no summer session in 1892 and to have instead a ten days' conference, which shall be open to all men interested in the physical department and afford opportunity for advancement by means of lectures, conferences, and practice, but be less formal and require less time and expense than a regular school session. Other schools teaching single subjects that have held summer sessions are: School for Swedish Gymnastics, at Boston; School of Elocution and Oratory, at Thousand Isles; School of Languages, (Alfred Hall, principal), Prudence Island, R. I.; Western Normal Music School, Highland Park, Ill.; Eastern Normal Music School, New Brighton, Staten Island, N. Y.; Manual Training School, St. Louis, Mo. Concerning these schools the Bureau has been unable to obtain information. Many of them are undoubtedly not now in existence.

PART III.

SUMMER SCHOOLS GIVING INSTRUCTION IN SEVERAL BRANCHES.

I.—CHAUTAUQUA.

Under the title of the Chautauqua movement are embraced a variety of methods for the popularization of knowledge in the United States. The description of the growth of these agencies forms one of the most interesting and remarkable chapters in the history of educational development in this country. The almost marvelous growth of this movement within the period of a few years offers a striking testimony to what economists call "an effective demand" upon the part of the general public for a liberal education. "The ramifications of Chautauqua would stagger belief," says a recent writer,[1] "did we not know how steam and electricity have developed the world into the round table of these latter days and with their weaver's shuttle laced together the thoughts of men. Chautauqua is a marvelous illustration of the law that often great social and economic forces flow with a tidal sweep over communities only half conscious of them. Its 100,000 registered students, half of whom are between 30 and 40 years of age, and its practically endless courses of study make this home college the realization of a world university, the summer assembly being its visible center. About one in every thousand of the people of the United States owns the shibboleth Chautauqua, while more than one in every hundred visits its yearly gatherings. It exists in every State and Territory. Its circles have rolled from Chautauqua Lake to Canada, Mexico, Central America, Chile, Great Britain, France, Russia, Bulgaria, Syria, Cape Colony, Persia, India, Australia, China, Japan, the isles of the sea, Hawaii, Alaska."

The present Chautauqua embraces several instrumentalities by which it performs its work. These agencies are of three general classes: (1) voluntary home reading during the year, with reports of progress to headquarters; (2) scholarly study and professional training by correspondence, and (3) great popular summer meetings at Chautauqua and other places.

Historically speaking, the whole movement is the outgrowth of a kind of religious folkmote, the camp meeting, which was transformed at Fair Point on Lake Chautauqua into a Sunday-school assembly in August, 1874.

The idea of utilizing the camp meeting for educational purposes, the thought of a "camp-meeting institute," where methods of teaching should be cultivated, was suggested by Silas Farmer, the antiquary and historian of Detroit, Mich., in the Sunday School Journal, as early as April, 1870; but a similar, and perhaps larger, idea was early cherished by Lewis Miller, of Akron, Ohio, the inventor of the Buckeye mower, which has revolutionized the farming machinery of America. This practical-minded, large-hearted, and wealthy man, who all his life had been actively engaged in Sunday-school work, and who was one of the earliest and staunchest promoters of mechanical and agricultural education in Ohio, joined hands with Dr. (now Bishop) John H. Vincent for the improvement of Sunday-school teaching by a generous alliance with science and literature. Dr. Vincent, for many years a leader in American Sunday-school work, believed most strongly in the increase of "week-day power" by the intimate association of secular and religious learning. He believed in the harmony of religion with every-day life. In the summer of 1873 the two men, Mr. Miller and Dr. Vincent, visited the Fourth Erie Conference camp

[1] The New England Magazine, vol. 8, p. 94.

meeting of the Methodist Episcopal Church, held at Fair Point, on Lake Chautauqua, in southern New York. They chose that Fair Point for a local establishment of "The Chautauqua Sunday-School Assembly."

To understand the historical development of the modern Chautauqua, with its many-sided educational and social features, we must never lose sight of its original democratic and religious foundations. Whatever may be the tendencies and aspirations, the variations and specializations of this popular educational experiment, the folkmote remains the basis of all. The Chautauqua Sunday-School Assembly began its sessions on the first Tuesday evening in August, 1874, and that evening has continued to be the time for the regular "assembly opening," although fully one month of educational work along secular lines now precedes this memorable date in the Chautauqua calendar. The first distinctive objects of Chautauqua are inseparably connected with Biblical study in a Sunday-school normal institute. The early programmes of the assembly show a rich succession of lectures on practical Sunday-school work and on the Bible, with conferences and discussions on methods of teaching. Into the religious current came, in successive years, more and more tributary streams representing modern science and literature in their relations to life and thought. One can distinctly trace in the records of Chautauqua the beginnings of all its modern educational tendencies, whether in pedagogics, art, social science, or the higher education. Map-drawing, blackboard sketching, the study of Biblical geography in a great relief map of Palestine made of turf and stones, open-air talks, concerts, and even popular entertainments were not absent from those early programmes. Prominent among the early features of Chautauqua were its wonderful catholicity, its broad spirit of toleration, its democratic and widely representative character. From the very outset members of all the leading Protestant churches joined in the work. Church congresses were held at Chautauqua, and prominent clergymen from various denominations addressed the assemblies. Among the 600 students the very first year there were representatives from 25 States and from the provinces of Canada.[1]

Beginning thus as a popular gathering for the discussion of methods of Sunday-school teaching Chautauqua has gradually extended its scope and differentiated its methods of instruction until at present the Chautauqua University embraces the following distinct departments:

I. The Chautauqua assembly.
   1. The summer meetings at Chautauqua.
   2. The Sunday school normal department.
   3. The schools of language.
   4. The Chautauqua teachers' retreat.
II. The Chautauqua literary and scientific circles.
III. The Chautauqua College of Liberal Arts, formerly known as "The Chautauqua University," and with powers as provided in its charter.
IV. The Chautauqua School of Theology.
V. The Chautauqua press.
VI. Chautauqua extension and summer assemblies.

The summer assembly at Chautauqua is held in July and August of every year. The city of Chautauqua occupies a well-wooded, naturally terraced land at a point on the northern shore of Chautauqua Lake, and contains more than five hundred artistic and attractive cottages, a large hotel, and many other buildings which are used for public exercises, lectures, and recitations. A large model of Palestine, 300 feet long, and a miniature representation of modern Jerusalem are among the peculiar attractions of this academic town.

The exercises that fill the two months' session of this "summer university," as it has been called, are extremely varied in nature, but may be classed under the two general heads: (1) The public daily programme, which includes courses of lectures, Sunday sermons, single addresses, concerts, readings, etc. These are free to all citizens alike. (2) The educational classes, which comprise the college of liberal arts, teachers' retreat, school of sacred literature, school of music, school of physical education, and a large number of other departments, such as elocution and oratory, drawing and painting, wood-carving, cooking,

[1] Article by Dr. H. B. Adams in New York Independent, September and October, 1888.

photography, sloyd, stenography, etc. For the special class room instruction offered in this division tuition fees are charged.

An idea of the character of the exercises of the first class, those open to the public, may be gained from the following programme for the last session (1891):

AMERICAN COURSES.

(1) American life and home institutions (6 lectures), Prof. J. B. McMaster, University of Pennsylvania.
(2) Early politics in the United States (5 lectures), Prof. J. A. Woodburn, University of Indiana.
(3) Constitutional history (6 lectures), Prof. F. N. Thorpe, University of Pennsylvania.
(4) Early voyages and conquests (4 lectures), Prof John Fiske, Harvard University.
(5) Ancient and native peoples of North America (5 lectures), Prof. Frederick Starr, American Museum of Natural History, N. Y.
(6) American writers (3 lectures), Mr. Leon H. Vincent, Philadelphia, Pa.
(7) Discovery and revolution (2 lectures, with stereopticon), Prof. M. L. Williston, Chicago, Ill.
(8) The American Navy (2 lectures, with stereopticon), Mr. H. W. Raymond, of the U. S. Navy Department.
(9) American scenery in the West (3 lectures, with stereopticon), Mr. H. H. Ragan, Syracuse, N. Y.
(10) Scenery of the South (3 lectures, with stereopticon), Dr. A. H. Gillet, Cincinnati, Ohio.

MISCELLANEOUS COURSES.

(1) Italian beginnings of modern history (4 lectures), Prof. H. B. Adams, Johns Hopkins University.
(2) Readings in the book of Job (7 lectures), Dr. W. R. Harper, Yale University.
(3) Mediæval biography (5 lectures), Prof. C. J. Little, Syracuse University.
(4) Literary topics (3 lectures), Miss Agnes Repplier, of Philadelphia.
(5) Biographical studies (3 lectures), Dr. John Henry Barrows, Chicago, Ill.
(6) Social and economic problems (4 lectures), Dr. E. W. Bemis, Vanderbilt University.
(7) The policies of Great Britain (3 lectures), Hon. George Makepeace Towle, Boston, Mass.
(8) Questions of the hour (3 lectures), Mrs. Julia Ward Howe, Boston, Mass.

SINGLE LECTURES AND ADDRESSES.

Single lectures and addresses by Dr. W. T. Harris, Bishop W. A. Leonard, Hon. Henry Watterson, Dr. Edward McGlynn, Dr. R. S. MacArthur, Miss Frances E. Willard, Bishop John P. Newman, Mrs. Mary A. Livermore, Col. Francis W. Parker, Gen. Stewart L. Woodford, Dr. Josiah Strong, Hon. John J. Maclaren, Mrs. Zerelda Wallace, Dr. George T. Dowling, Mr. Melvil Dewey, Dr. Charles Stewart Welles, Dr. J. T. Edwards, Dr. Frank M. Deems, Mr. Jacob A. Riis, Prof. R. F. Weidner, Mrs. Lydia Von Finckelstein Mountfort, Dr. J. M. Buckley, Dr. A. B. Leonard, Hon. Charles Carroll Bonney.

DRAMATIC READINGS.

The list of readers includes the names of Mr. Thomas Nelson Page, Mr. George Riddle, Prof. R. L. Cumnock, Mrs. Charles W. Richards, Miss Maud Murray, Miss May Donally, Miss Jesse Dalrymple, Fred Emerson Brooks, etc.

MUSIC.

Dr. H. R. Palmer, of New York, director of public concerts at Chautauqua, will be assisted by Rogers's band and orchestra; Mr. William Sherwood, pianist; Mr. I. V. Flagler, organist; Miss Annie Park, pianist; Miss Marie Decca, prima donna; Miss Waltzinger, soprano; Mrs. Jennie Hale Wade, soprano; the Schumann Quartette of New York; Mr. Charles Kellogg, whistler and bird warbler; Mr. Forest Cheney, violinist; large trained chorus of 400 voices.

ASSEMBLY CLASSES (DAILY, AUGUST 5–21).

Boys and girls' class conducted by Rev. B. T. Vincent. Bible study for the young. The Sunday school normal class, Dr. J. L. Hurlbut. Course of training for Sunday-school teachers. Primary teachers' class under the charge of a competent instructor. Devotional hour led by Dr. B. M. Adams.

ENTERTAINMENT AND RECREATION.

Prize spelling and pronunciation matches, illuminations, fireworks, open-air concerts, tennis tournament, ball matches, regattas, athletic exhibition, boating, bathing, driving.

The following abridgment of the programme for the educational classes during the summer session of 1891 shows better than any other description would the almost infinite variety of the subjects presented, and the personnel of the corps of instructors and lecturers:

COLLEGE OF LIBERAL ARTS.

I. Department of English language and literature:
(1) Old English, 5 hours a week, Mrs. P. L. McClintock.
(2) Class talks on style, 5 hours a week, Prof. W. D. McClintock.
(3) Chaucer, 5 hours a week, Mrs. P. L. McClintock.
(4) Shakespeare, 5 hours a week, Prof. W. D. McClintock.
(5) Browning's shorter poems, 5 hours a week, Prof. W. D. McClintock.
(6) An introduction to the study of literature, 5 hours a week, Prof. W. D. McClintock.
(7) American poets, Prof. W. D. McClintock.

II. Department of German language and literature:
(8) Beginning German, 10 hours work, Prof. H. J. Schmitz.
(9) Intermediate German, 5 hours a week, Prof. Schmitz.
(10) Intermediate German, 5 hours a week, Prof. Starr W. Cutting.
(11) Advanced German, 5 hours a week, Prof. Schmitz.
(12) Advanced German, 5 hours a week, Prof. Cutting.
(13) German composition, 5 hours a week, Prof. Cutting.
(14) Light reading class, 5 half hours a week, Prof. Schmitz.

III. Department of French language and literature:
(15) Beginning French, 10 hours a week, Prof. A. de Rougemont, assisted by Mlle. Lea R. de Lagneau.
(16) Intermediate French, 10 hours a week, by Prof. de Rougemont and Mlle. de Lagneau.
(17) Advanced French, 10 hours a week, by Prof. de Rougemont.
(18) Advanced French, 5 hours a week, by Prof. de Rougemont.

IV. Department of preparatory Latin:
(19) Beginning Latin, 10 hours a week, Mr. F. J. Miller.
(20) Cæsar, 5 hours a week, Mr. F. J. Miller.
(21) Cicero's Orations, 5 hours a week, Mr. Frank Abbott.
(22) Virgil's Æneid, 5 hours a week, Mr. F. J. Miller.

V. Department of college Latin:
(23) Odes, Satires, and Epistles of Horace, 10 hours a week, Prof. Lewis Stuart.
(24) Agricola and Germania of Tacitus, 5 hours a week, Prof. Stuart.
(25) Easy light reading, 5 hours a week, Mr. Frank Abbott.
(26) Illustrated lectures on ancient Roman life, 2 hours a week, Prof. Stuart.
(27) Latin comedy, 5 hours a week. Mr. Abbott.

VI. Department of preparatory Greek:
(28) Beginning Greek, 10 hours a week, Prof. William E. Waters.
(29) Anabasis, 10 hours a week, Prof. Waters.

VII. Department of college Greek:
(30) Sophocles, 5 hours a week, Prof. Martin L. D'Ooge.
(31) The Athenian orators, 5 hours a week, Prof. D'Ooge.
(32) Homer, 5 hours a week, Prof. Thomas D. Seymour.
(33) Homeric readings, 2 hours a week, Prof. Seymour.
(34) Plato's Phædo, 5 hours a week, Prof. Seymour.

VIII. Department of physics and chemistry:
(35) Experimentation in physics and chemistry, 5 hours a week, Profs. J. T. Edwards, L. H. Batchelder, Orville E. Johnson.
(36) Systematic physics, 5 hours a week, Prof. Edwards.
(37) Systematic chemistry, 5 hours a week, Prof. Batchelder.
(38) Quantitative analysis, 10 hours a week, Profs. Edwards, Batchelder, Johnson.
(39) Quantitative analysis, 10 hours a week, Profs. Edwards, Batchelder, Johnson.
(40) Electricity, 10 lectures, Prof. Edwards.

IX. Department of mathematics:
(41) Algebra, 5 hours a week, Prof. William Hoover.
(42) Geometry, 5 hours a week, Prof. Hoover.
(43) Trigonometry, 5 hours a week, Prof. Hoover.

X. Department of geology, mineralogy and botany:

(44) Economic geology, 5 lectures a week, Prof. Frederick Starr.
(45) Anthropology, 5 hours a week, Prof. Starr.
(46) Botany, elementary, 3 hours a week, Prof. Starr.

XI. Department of history:
(47) The nineteenth century, 5 hours a week, Prof. Herbert B. Adams.
(48) The Italian beginnings of modern history, four lectures, Prof. Adams.
(49) American political history, 5 hours a week, Prof. James A. Woodburn.

XII. Department of political economy and social science:
(50) Economic questions of the day, 5 hours a week, Prof. Edward W. Bemis.
(51) Four public lectures, Prof. Bemis.

SCHOOLS OF SACRED LITERATURE.

I. College students' school of the English Bible:
(1) Gospel of the Old Testament, Prof. William R. Harper.
(2) The New Testament epistles, Prof. George S. Burroughs.
(3) The Epistle of the Galatians, Prof R. F. Weidner.
(4) Special conferences.

II. Young people's school of the English Bible:
(1) General view of the books of the Bible, Prof. Burroughs.
(2) Messianic prophecies, Prof. Harper.
(3) Life of Jesus, Prof. J. Lyman Hurlbut.
(4) Special conferences.

III. Teachers', and club-leaders' school of the English Bible:
(1) Introduction: The early manifestations of Jesus and the belief in Him, Prof. Charles Horswell.
(2) Central manifestations of Jesus and the Victory, Prof Horswell.
(3) General courses and conferences.

IV. General Chautauqua school of the English Bible:
(1) The early chapters of Genesis, 6 hours, Prof. Harper.
(2) I and II Corinthians, 12 hours, Prof. Burroughs.
(3) The teachings of Jesus and Peter, 12 hours, Prof. Weidner.
(4) Various methods of Bible study, Bishop John H. Vincent.
(5) Nahum and Zephania, 12 hours, Prof. David A. McClenahan.
(6) Synoptic gospels and the gospels of John, 12 hours, Prof. Burroughs.
(7) Teachings of Paul and John, Prof. Weidner.
(8) Principles of biblical interpretation, 12 hours, Prof. Sylvester Burnham.
(9) Outlines of biblical history, 12 hours, Prof. Loring W. Batten.
(10) Mosaic authorship of the Pentateuch, 6 hours, Prof. W. H. Green.
(11) Unity of Isaiah, 6 hours, Prof. Green.
(12) Outlines of biblical history, 12 hours, Prof. Batten.
(13) Special principles of biblical interpretation, 12 hours, Prof. Burnham.
(14) Epistles of Galatians and Philippians.

V. School of Hebrew and the Old Testament:
(1) Hebrew course for beginners, 12 hours a week, Profs. Harper and McClenahan.
(2) Second Hebrew course for reviewers, 18 hours a week, Profs. Harper, McClenahan, and Horswell.
(3) Third Hebrew course, historical Hebrew, 18 hours a week, Profs. Harper, McClenahan, and Dr. R. F. Harper.
(4) Fourth Hebrew course, 18 hours a week, Profs. Harper, Burnham, and Batten.

VI. School of New Testament, Greek:
(1) First Greek course for beginners, 12 hours a week, Profs. Weidner and Horswell.
(2) Second Greek course, 12 hours a week, Profs. Weidner and Horswell.
(3) Third Greek course, 18 hours a week, Profs. Weidner and Horswell.
(4) Fourth Greek course. 18 hours a week, Profs. Weidner and Horswell.

VII. School of Semitic languages and ancient versions:
(1) Assyrian for beginners, 12 hours a week, Prof. Harper.
(2) Advanced Assyrian, 12 hours a week, Dr. R. F. Harper.
(3) Arabic for beginners, 6 hours a week, Dr. Harper.
(4) Advanced Arabic, 6 hours a week, Prof. Harper.
(5) Syriac, 6 hours, Prof. Burnham.
(6) First Septuagint course, 6 hours a week, Prof. Burnham.
(7) Special lectures (12) in connection with the course.
(8) Special Sunday morning Bible studies.
(9) Conferences and discussions.

CHAUTAUQUA TEACHERS' RETREAT.

Francis W. Parker, principal.

1. The nature of the course:

The faculty of the teachers' retreat will present and illustrate the system of teaching and training now in operation in the professional training class of the Cook County Normal School, by talks on psychology, pedagogics, and methods, and lessons upon the principles and methods of teaching the natural sciences, geography, history, elocution, literature, and number.

The distinctive feature of the professional training may be designated by the word concentration. All the teaching and training is concentrated upon the central subject of life and the laws of life, physical, mental, and moral.

All the talks and lessons of every teacher will be in the closest relation and under one common principle. The director will explain the principles of psychology and pedagogics, and each teacher in his or her department will illustrate and apply to practical schoolroom work the theory presented by the director.

II. Psychology, pedagogics, and the art of teaching (30 talks), Principal F. W. Parker.
III. Elementary science, (15 talks), one field lesson every day, Wilbur S. Jackman.
IV. Numbers, fifteen talks, William M. Griffin.
V. Structural geography, (15 lessons). Sand and putty modeling, painting, and blackboard lessons, Helen Waley.
VI. Relations of studies to primary teaching, 15 lessons, Sarah E. Griswold.
VII. Physical development, 10 lectures, Frank S. Parker.
VIII. Experimental science, chemistry, and physics, 5 hours a week. Prof. J. T. Edwards and assistants.
IX. Historical English Grammar and Shakespeare, 5 hours a week on style and 5 hours a week on Shakespeare, by Prof. McClintock.
X. Penmanship.
XI. Normal instruction in Sloyd and kindergarten.
XII. Lectures by Dr. W. T. Harris, Mr. C. W. Bardeen, Mr. Melvil Dewey, Col. Parker, *et al.*

SCHOOL OF PHYSICAL CULTURE.

The gymnasium and boathouse.

The gymnasium occupied by this department is a handsome, well-equipped building, beautifully situated on the very shores of the lake. On the first floor, besides lecture halls and dressing rooms, is a storeroom for fine racing barges, light rowboats, etc. The second story is given up entirely to the gymnasium proper, which is fitted with the best and most approved apparatus.

The courses of instruction.

(1) Normal course (July 4 to August 14), 5 hours a day (Saturdays excepted). Systematic course for gymnasium teachers. Theory and practice. Anatomy, physiology, hygiene. First aid. Physical diagnosis. Anthropometry, floor work, etc.
(2) Advanced normal course (July 4 to August 14), 5 hours a day (Saturdays excepted). Distinct from course No. 1, and designed for those taking more than one year's work in the school.
(3) Men's class in gymnastics (July 4 to August 14), 1 hour daily.
(4) Children's classes (July 4 to August 24), one-half hour daily. Single exercises for young children.
(5) Boys' class (July 4 to August 14), 1 hour daily. Systematic course in the use of gymnasium apparatus.
(6) Girls' class (July 4 to August 14), one-half hour daily.
(7) Swedish system of gymnastics (July 4 to August 14). A thorough course in this valuable system, which is growing rapidly into favor in the United States.
(8) Delsarte system (July 4 to August 14). So much as pertains to physical culture.
(9) Athletics (July 4 to August 14). Boxing, fencing, tennis, baseball, swimming, rowing, field sports. Tuition varies with character and length of courses.

CHAUTAUQUA SCHOOL OF MUSIC.

The course.

(1) Voice (July 7 to August 22), 5 half hours a week, Mr. J. Harry Wheeler.
(2) Primary and intermediate harmony (July 7 to August 22), 5 hours a week, Mr. *L. S. Leason.*

(3) Advanced harmony (July 7 to August 4), 5 half hours a week, Mr. I. V. Flagler.
(4) Analytical harmony (August 5 to 22), 5 half hours a week, Dr. H. R. Palmer.
(5) Teachers' club (July 7 to August 22), 5 half hours a week. Methods of teaching and conducting. Public school music, Mr. L. S. Leason and Dr. H. R. Palmer.
(6) Piano recitals and analysis of music (July 20 to August 15), Mr. William H. Sherwood.
(7) Chorus drill (July 7 to August 22), Dr. H. R. Palmer and Mr. L. S. Leason.
(8) Young people's singing class (July 7 to August 4), 4 hours per week, Mr. L. S. Leason.

THE CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLES.

In the fourth year of the Chautauqua experiment the now famous C. L. S. C., or Chautauqua Literary and Scientific Circles, began to widen from that beautiful highland lake, Chautauqua, over all the country. There are now about 2,000 circles in active life, and with a total enrolled membership that lacks but little of 100,000. Since the organization of the plan in 1878 there have been fully 180,000 students enrolled.

The essentials of the reading-circle plan are these:

(1) A four years' course of reading, including selections in English from the ancient classics, history, literature, science, and art. Each year of the four is devoted especially to a great nation, and is known as "the Greek year," "the Roman year," "the English year", or "the American year." No attempt is made to study languages or mathematics. The course is general and follows in a measure the subjects taught in the average college; it gives what has been called the "college outlook." (2) Certain books, many of them specially prepared by well-known authors, are designated each year by a council of 6 prominent men (3) A monthly magazine, The Chautauquan, contains supplementary articles on the subjects of the course by leading writers of the day, general miscellaneous matter on current affairs, and several departments designed to aid the reader, such as apportionment of the course by the week and month, notes on the books, outlines of reading, word studies, etc. (4) A membership book sent to each reader includes analyses of the required books and question papers (memoranda) to be filled out and returned to the office. The papers are intended to aid the reader in reviewing and systematically arranging the facts and principles he has read. They are not examinations, nor are they regarded as such. (5) Local circles may be formed in any community where three or more readers desire the benefits of comradeship. There are about 2,000 such circles now in active life. (6) A certificate is granted at the completion of the course to all who report themselves as having read the required literature. This certificate states only this fact, and has not the remotest connection with a degree. This first step in the Chautauqua system fails unless it leads people to continue the habit of reading. Therefore a large number of advanced courses, prepared by specialists, are offered. The four years' course is general, and enables the reader to find a congenial subject for further and particular study. These advanced courses meet this demand for specialization. There is a Young Folks' Reading Union, designed to encourage among the youth the reading of the best books, and a Teachers' Reading Union, with a three years' course in professional lines.

The present principal of the C. L. S. C. is Rev. J. L. Hurlbut, D. D., and the following description of the work of which he is at the head is from his pen and extracted from a circular issued by the management of this branch of the Chautauqua enterprise:

During the assembly session of 1878 the Chautauqua Literary and Scientific Circle was instituted. The plan involved a course of reading and study covering the principal subjects of the college curriculum, but omitting of necessity its drill in languages and mathematics, giving to the English reader an outlook over the field of learning and some acquaintance with the masterpieces of literature, ancient and modern; employing handbooks and compendiums for the mastery of outlines, and appointing more extensive works to be read—a course which the individual could pursue alone, if necessary, yet adapted for associated study, sufficiently simple to invite the masses and to lead them on without discouragement from its difficulties or its extent, yet so thorough as not to be deemed superficial by the more learned. Above all, it was to bring the six secular days of the week into harmony of purpose with the Sabbath, not only by recognizing the Bible as a department of its study, but more especially by having the entire course penetrated with the spirit of reverence and of faith.

The scheme was broached to a few eminent literary men and some leading educators, with a view to obtain the benefit of their criticisms and suggestions It received a hearty indorsement from all who took the trouble to investigate it; among others, from President Chadbourne, of Williams College; President Warren, of Boston University; and Dr. Howard Crosby, then chancellor of the University of the City of New York. The honored William Cullen Bryant gave it a strong recommendation in a personal letter to Dr. Vincent, almost the last written by his pen, less than a month before his death. In it he wrote:

NEW YORK, *May 18, 1878.*

MY DEAR SIR: I can not be present at the meeting called to organize the Chautauqua Literary and Scientific Circle, but I am glad that such a movement is on foot, and wish it the fullest success. There is an attempt to make science, or a knowledge of the laws of the material universe, an ally of the school which denies a separate spiritual existence and a future life—in short, to borrow of science weapons to be used against Christianity. The friends of religion, therefore, confident that one truth never contradicts another, are doing wisely when they seek to accustom the people at large to think and to weigh evidence as well as believe. By giving a portion of their time to a vigorous training of the intellect and a study of the best books, men gain the power to deal satisfactorily with questions with which the mind might otherwise become bewildered. It is true that there is no branch of human knowledge so important as that which teaches the duties we owe to God and to each other, and that there is no law of the universe, sublime and wonderful as it may be, so worthy of being fully known as the law of love, which makes him who obeys it a blessing to his species, and the universal observance of which would put an end to the large proportion of the evils which affect mankind. Yet is a knowledge of the results of science, and such of its processes as lie most open to the popular mind, important for the purpose of showing the different spheres occupied by science and religion, and preventing the inquirer from mistaking their divergence from each other for opposition?

I perceive this important advantage in the proposed organization, namely, that those who engage in it will mutually encourage each other. It will give the members a common pursuit, which always begets a feeling of brotherhood They will have a common topic of conversation and discussion, and the consequence will be that many who, if they stood alone, might grow weary of the studies which are recommended to them, will be incited to perseverance by the interest which they see others taking in them. It may happen in rare instances that a person of eminent mental endowments, which otherwise might have remained uncultivated and unknown, will be stimulated in this manner to diligence, and put forth unexpected powers, and, passing rapidly beyond the rest, become greatly distinguished, and take a place among the luminaries of the age.

I shall be interested to watch, during the little space of life which may yet remain to me, the progress and results of the plan which has drawn from me this letter.

I am, sir, very truly, yours,

W. C. BRYANT.

Rev. Dr. JOHN H. VINCENT.

The course of study is planned to cover four years, and may be accomplished by most readers in an hour a day during ten months of each year. Of course no unlettered person can secure a finished education by merely reading an hour per diem for four years, yet so much time spent with thoughtful and wisely-chosen books will impart to any mind a knowledge of literature, a measure of intelligence, and an intellectual training by no means to be despised. It embraces the general subjects of history, science, literature, and Bible study, with a few branches which might be included under home and character. As at present arranged the four years' course is as follows:

1891-92: American history, American literature, history and literature of the far East, physiology and hygiene, questions of public interest, German literature, religious literature.

1892-93: Greek history, Greek literature, Greek mythology, ancient Greek life, circle of the sciences, zoology, chemistry, philanthropy, religious literature.

1893-94: Roman history, Latin literature, human nature, political economy, art, philosophy, physics, physical geography, uses of mathematics, religious literature.

1894-95: English history, English literature, English composition, astronomy, geology, pedagogy, readings from French literature, social questions, religious literature.

The larger part of these readings is contained in books most of which have been especially prepared for the C. L. S. C., since the circle requires works of a peculiar quality, not precisely that of the school text-book nor that for popular readings, but uniting in a measure both characteristics. For each year from six to eight books are read,

costing generally about $5, for the large sales—aggregating more than 300,000 volumes per year—enable the publishers to give the books at low prices. A part of the course is contained in The Chautauquan, a magazine published by Rev. Theodore L. Flood, D. D., Meadville, Pa., as the organ of the C. L. S. C. Between the covers of this monthly are found serial papers on subjects of the course, reports from working circles, plans and suggestions for reading, and many articles of general interest. It is a fact worth mentioning that such a magazine, containing only solid literary and scientific matter, and without stories, circulates to the extent of 60,000 copies.

A helpful element of the plan is that of simultaneous study by all classes. The studies for each year are portioned out among the months as a suggestion, but not as a requirement; and the subjects are so arranged that all four classes shall study them during the same year. Thus the studies for 1891 and 1892 are the same for all members of the circle, but constitute the work of the first year for the class which begins in 1891 and will finish in 1895, of the second year for the class of 1894, of the third year for the class of 1893, and of the fourth year for the class of 1892. It is as if a college, seniors, juniors, sophomores, and freshmen were together in the same text-books, but one class beginning, another ending, the curriculum. In a college or school this would not be practicable, since the first year's course is a necessary stepping-stone to the second year's; but in the C. L. S. C. the work of each year is complete in itself, and does not relate closely either to what has been or what will be studied. The advantage of this plan is that in many places where four separate classes could not be carried on successfully a circle may be formed, since all are pursuing the same studies.

The flexibility of the plan is such that it admits either individual or associated study. Some follow it alone, without companionship except in the consciousness that more than 60,000 fellow-students are in line with themselves. Others find it helpful to unite in "local circles," or segments of the general circle. These local circles count up among the thousands, and are of all sizes, from three members to several hundred. There are little groups of ladies who meet, with their sewing, and listen to one reading from the course; travelers on the railroad conning their Chautauqua text-books; home circles where the kings of England are reviewed at the breakfast table; social gatherings with criticisms and cream mingled in pleasant proportion, and ambitious organizations with lecture courses and public discussions in the town hall.

There is an arrangement whereby each member, however distant, is kept in constant connection with the office of the circle. This is at Buffalo, N. Y., where Miss K. F. Kimball, the secretary, aided by her corps of assistants, maintains a supervision over the details of the work. With every mail come letters of inquiry, and, in answer thereto, circulars explaining the plan and blanks for those desiring membership are dispatched. Applications for union with the circle are received, inclosing the annual fee of 50 cents, which is the sole expense of the association, except, of course, the cost of books.

Each year there is sent to every member a membership book containing suggestions for study, special test papers, encouraging addresses from the chancellor and counselors, and "outline memoranda" on the current topics of study. These latter are sent both as a guide and an examination, and consist of four pages of questions on the readings of the year, with blanks for answers. The items of printing and postage in sending all this material to 60,000 people are considerable. Lest any may imagine a financial aim in the enterprise let it be remarked, in passing, that the fees received scarcely cover the expenses of the office, and that the chancellor receives absolutely nothing for his services.

This circle, though not an ellipse, is remarkable in the possession of two centers, 65 miles apart—one at Buffalo, N. Y., the other at Chautauqua. A beautiful wooded slope on the second plateau from the lake, and removed a little from the crowd, was chosen as the special gathering place of the C. L. S. C. In honor of the greatest man in all the Christian centuries, the apostle who united broad culture with deep religious enthusiasm, it has been named "St. Paul's Grove." Here, embowered under lofty beeches and oaks, rises a white Grecian temple, whose open sides and pillars seen through the foliage remind one of the Parthenon. Within this building, "the Hall of Philosophy," are held the "Round Table" conferences during the annual assembly.

Outside "the Golden Gate" of this grove the members of the graduating class assemble on the annual recognition day, and after a responsive exercise they march with songs and the scattering of flowers through the gate and under the arches into the hall, where they are formally recognized by the chancellor and his associates as members of "The Society of the Hall in the Grove," which is the alumni association of the C. L. S. C.

The founder of the C. L. S. C. has a touch of sentiment in his nature, which discloses itself in many of the minor details of the plan. For instance, there are certain "memorial days" to be celebrated throughout the year, as "Shakspeare's Day,"

"Addison's Day," "Bryant's Day," and other birthdays of great men in literature. There is "Inauguration Day," commemorative of the circle's organization; "Opening Day," October 1, when the members are supposed to open their text-books for the year; and certain special Sundays throughout the year. Selections are given for reading on each of these days, and at noon of each "memorial day" the big bell at Chautauqua rings. 'Tis said that all true Chautauquans, beside what shores soever they may dwell, can hear its distant echoes!

There are also "camp fires," when the members gather in the evening and sing Chautauqua songs and listen to Chautauqua speeches by the light of blazing bonfires; there are annual "vigils" on the Sunday nights before and after the recognition day; and there is the Sunday afternoon "vesper service," with its simple ritual and hymns of praise. Some may look lightly on these exercises, but the wise know that it is by sentiments and enthusiasms that the world of mankind is moved and great results are wrought.

In as much as the readers represent not only every age in life and every social grade, but also all diversities of taste, information, and intelligence, it is evident that no one course of reading can be equally satisfactory to all. Some wish a course more extensive, and some desire an examination more thorough than others. Hence, besides the regular course, there is each year an additional list of four books on the subjects of the reading, called "The Garnet Series," with an outline memoranda examination, rewarded with a garnet seal on the diploma for every year that it is pursued. There is also a more complete examination upon the regular course which wins another seal for each year. By these methods both the higher and the popular demands are in a measure supplied.

Another demand among the members of the circle arose very early in its history. Many wrote for directions in following out special lines of study in which they had become interested. The majority of the members were in country homes, many of them distant from public libraries, and, while eager for knowledge, knew not in what direction to seek it. Hence arose a necessity of special courses for members who desired to supplement the general plan or who had completed the regular course. Many of these special courses have been mapped out, and others are in preparation. As the completion of the regular course at the expiration of four years will be rewarded with a diploma, so for each of the special courses pursued a seal will be affixed. Thus, there are special studies in Roman history and literature (scarlet seal), English history and literature (blue seal), Greek history and literature (crimson seal), astronomy, secular normal study, and others. These courses have been arranged with great care. For instance, in the selection of one course a statement of the plan in writing was furnished to 50 leading clergymen and theological professors, who were requested to recommend suitable works on its various subjects. Forty-five sent answers more or less extensive, which were tabulated, and the hundred or more works suggested were carefully examined until 10 standard books were finally chosen and placed upon the list.

An inspection of the records and of the letters filed in the general office at Buffalo reveals many noteworthy facts. Names are found representing all creeds and all lands. There are several hundred members in the Dominion of Canada, circles and individual students in England, Scotland, Continental Europe, South Africa, Australia, India, Japan, the Sandwich Islands, and Alaska. All denominations of Christians and many non-Christian bodies are represented in the membership. Though no religious tests are required, yet the course is thoroughly evangelical, and an atmosphere of earnest Christianity overshadows the circle.

As to the beneficial results of the organization there can scarcely be a question. Any system which will bring thousands of people into communication with the thought of the world can not fail of blessing the race. Already this movement has quickened many into higher intellectual life. More than one young man has written to the office that by it he has been awakened to a hunger after knowledge, and has left the circle for the larger culture of the college. In one of the leading local circles a house servant became a member, soon showed herself the brightest scholar in the company, resolved to obtain a higher education, and by dint of saving, with some assistance of friends who perceived her talents, entered the State normal school, where she has since graduated. It has led many young men to employ in study evenings that might have been wasted, or worse than wasted, in the saloon; and has substituted strong, thoughtful books for sensational novels in the hands of many young ladies.

It has breathed an atmosphere of culture around homes of poverty and relieved the dull round of woman's never-ending work by worthy themes of thought and conversation. It has enabled middle-aged people to supplement the deficiencies, keenly felt, of their early education. One man wrote:

"I am so grateful to you that I can't express what I feel. I am a hard-working man. I have six children, and I work hard to keep them in school. Since I found out about your circle I am trying my best to keep up, so that my boys will see what *father does,* just for an example to them."

Another wrote: "I am a nightwatchman, and I read as I come on my night rounds to the lights." A steamboat pilot wrote that he found the course of great value to him, "because," he says, "when I stand on deck on stormy nights I have something to think about, and you know when one has not taken care of his thoughts they will run away with him, and he will think about what he ought not."

We knew of a merchant's clerk and his wife who, except during the summer vacation, devoted the morning hours from 5 to 7 o'clock to study, in order to leave their evenings free for the claims of home, society, and church. An Army officer's wife wrote from the plains that no other white woman was living within 60 miles, and the nearest bookstore was 300 miles distant, so that she was waiting impatiently three months for her text-books, and when they came she fairly wept with delight at the realization that she was at last brought into some communion with seekers after culture. Such testimonies as these might be multipled by the hundred, if it were necessary, to show that the Chautauqua Literary and Scientific Circle brings valuable results to the world.

As has been already mentioned, the office secretary of this branch of the Chautauqua work is Miss Kate F. Kimball. The following extracts from her annual report for 1891 will serve to further illustrate the present status of the work:

The class of 1894, the new class, which is always a sort of index of the popular mind, has enrolled nearly 15,000 members—a gain of more than 1,000 over last year s class, while the membership in some of the Southern and far Western States is double that of last year. The Pacific coast sends 1,000 new members, Canada 400, the Dakotas 150, Texas more than 300, while the States of New York, Pennsylvania, Ohio, and Illinois have together contributed more than 5,000. * * * The graduate enrollment of the class of 1890 carried the membership of the C. L. S. C. alumni up to 25,000, and a full tenth of the number have been actually engaged in post graduate courses of study during the past year. * * * A growing disposition to hold weekly instead of semimonthly meetings is worthy of note. * * * The convention idea and the work of the Chautauqua unions are so closely allied that one naturally leads up to the other. There have been Chautauqua unions at all periods in the history of the C. L. S. C., but never have they done better work than in this year 1890–'91.

THE CHAUTAUQUA COLLEGE OF LIBERAL ARTS.

The Chautauqua College of Liberal Arts is an historical outgrowth of the Normal School of Languages, first opened in 1879, the same year as the Teachers' Retreat. At first each school of language was independent of all the rest, but they have now been coordinated with other subjects into one institution. The present principal of the college is the Hebrew scholar William R. Harper, lately called to the presidency of the new Chicago University.

The Chautauqua College is an institution designed to aid the following persons in the acquisition of a liberal and practical education: Those young persons who are unable to leave home or business to attend college; those more advanced in years, who have been compelled to give up a college course once begun; those mature men and women who desire to make amends for the educational omissions of their early years.

It is not claimed that the correspondence system of teaching is superior to oral teaching; nor that it is destined to supersede oral teaching; nor that it can compete with oral teaching on anything like equal terms; nor that a class, school, college, or university, dependent for its entire work upon pen, paper, and post, should be sought by the student in preference to established resident institutions.

It is claimed that the majority of those who are likely to avail themselves of the advantages of correspondence instruction are actuated by an earnest purpose to obtain an advanced education, by any means which are available to them; that wise direction through correspondence, by competent and experienced teachers, is calculated to produce better results than can be expected from unaided individual effort; that teaching by correspondence can be successfully applied to a course of study so wide and comprehensive that one who masters it will secure a culture that would rightly be called liberal; that it tends to form critical habits of study; that it allows tests of the student's acquirement as rigid as can be desired by the highest standard of educational excellence.

This purpose is accomplished by a threefold method of instruction—(1) by correspondence; (2) by the work offered in the summer schools of the college at Chautauqua, N. Y.; (3) by a system of Chautauqua University extension lectures in

any town or city making the necessary arrangements. The degrees usually given by colleges and universities may be granted by the Chautauqua trustees, through the college of liberal arts, upon the satisfactory completion of the prescribed curricula. Sixteen courses are required for any baccalaureate degree. Such precautions are taken as will prevent an unworthy candidate from taking a degree. In no case is any honorary degree conferred.

(1) By correspondence: The scheme of study in each of the schools of the college is arranged in "courses," each of which is equivalent to the amount of work expected of a resident student, in one subject, in all school years. It is equal to ten hours of study a week. The number of lessons sent out in each course is equal to thirty-two, upon which an equal number of recitations will be required. These lessons may be sent out, one, two, or four at a time, as the instructor may find most effective. Examinations of the most rigid character, in the presence of judicious and responsible witnesses, will be required of each regular student.

(2) By summer schools under the regular professors of the summer session of the C. C. L. A., students may arrange for taking courses in the curricula and an examination at the close of the session.

(3) By Chautauqua University extension lectures.

In many cases three or more students form a class for study. The benefits of this plan are obvious and it is strongly recommended by the college officers.

Upon the successful completion of any course in the curriculum of the college, a certificate, properly signed, is given to the student. The presentation, by a student, to the board of trustees, of sixteen certificates on a prescribed curriculum, will entitle the candidate to a diploma and a degree.

While the college year begins October 1, students are received at any time. No lessons are corrected in the correspondence schools from June 1 to October 1, except by special arrangement. No limit is fixed to the time which students may take to complete the required courses, though it is earnestly recommended that the student make every effort to do the work in the time suggested by the respective professors. It is recommended that the students of the College of Liberal Arts attend the summer session at Chautauqua. They thus become acquainted with their professors, and much advance their work.

Any subject taught in the college may be studied by students who desire to avail themselves of such study without expecting or desiring to complete a whole curriculum.

Those desiring to complete a whole curriculum in the college must present satisfactory evidence of proficiency, either by examination or approved certificate.

Curricula leading to the degrees of bachelor of arts and bachelor of science are offered. For each degree ten courses are prescribed, and six are elective.

After admission the following is prescribed for the degree of bachelor of arts—one course in each of the following subjects: Greek, Latin, mathematics, English, German or French, history, psychology and ethics, political economy, physical sciences, and biological sciences. The additional six courses may be chosen from the courses announced under the various departments, subject only to the rules governing elective courses.

After admission the following is prescribed for the degree of bachelor of science—one course in each of the following subjects: Latin, English, German or French, mathematics, history, psychology and ethics, political economy, geology, physical sciences, biological sciences. The privileges and requirements of the six additional courses are the same as those for the degree of B. A. above.

(1) Not more than two courses may be chosen from one department of study.

(2) The student's choice of electives may be indicated one course at a time as he may prefer, but when once made it may not be changed.

(3) More than three courses may be pursued by students wishing special preparation in certain subjects, though only two will be counted toward a degree.

(4) In taking more than one course in a subject the student must proceed in order from one upward, so that the subject may be developed naturally.

It should be distinctly understood that the Chautauqua College of Liberal Arts is quite distinct from the literary and scientific circles and from the Teachers' Retreat. The province of the latter is to teach educational methods. The C. L. S. C. attempts to give a general outlook upon the world of literature and science by means of systematic courses of reading in English. The college is a long step forward from these beginnings. It has introduced classical and other linguistic courses, including French and German. The reading circles are under general direction through correspondence with a central secretary. The college has distinct departments, each under individual direction. In the local circles intellectual stimulus comes from the contact of members and from joint discussion, as well as from private reading. In the college there is direct contact between special students and individual instructors in lecture or laboratory courses during the summer session of six weeks. Afterward, if the student desires it, there is careful supervision of home studies

along specific lines by means of correspondence, written reports or examinations, at least once a month. The Chautauqua circles give no degrees, only certificates or seals, indicating the completion of a four years' course of private reading, with greater or less honor according to the character of the examinations passed or the reports made. The college proposes to give degrees, although it has never yet done so and never will do so except in cases of absolute merit as shown by a proper combination and satisfactory completion of a certain number of elective courses.

The correspondence system of college teaching is based on (1) printed instructions, sent out by the department in which the student has chosen to work; (2) on skillfully constructed examination papers, which test the student's understanding of what he may have read; and (3) on written answers or reports, sent in to the department at least once a month, and then carefully corrected and returned to the student. The system develops independence of character, habits of investigation and self-help, and the power of accurate and exact statement on the part of the pupil. It necessarily involves thoroughness of preparation and complete command of the entire month's work, which has covered the ground of what would ordinarily occupy many recitations in a class. Class work, although undoubtedly superior, has its evils, as every college student well knows. The oral recitation is hurried, and covers for each individual only a narrow range of knowledge. In large classes, students are infrequently called up, and, when they have recited, they sometimes become inattentive and take a long mental rest before beginning to calculate the probabilities of another call. It is usually thought by students and instructors that written examinations are, on the whole, the best and fairest all-around test of a man's ability and attainments. Such severe trials of the knowledge of the pupil and of the patience of the teacher are these written examinations that they are not generally resorted to more than once or twice a term; in fact, under the old college régime only once a year, in the dreaded "annuals." It should be remembered that the correspondence system requires at least monthly written examinations, from October to June. These are rarely if ever taken by persons who have shirked their duty, who have crammed and cribbed for a special test, or who are disposed to cheat in the absence of a proctor. Correspondence students are generally persons of mature years, who are very much in earnest, and who have studied for self-improvement or a genuine love of the subject rather than for a diploma or for class rank.

Of course the correspondence system is no adequate substitute for the constant drill, perfect regularity, personal supervision, suggestive power, active stimulus, and generous rivalry of class-room work, in the very sight and hearing of a vigorous and enthusiastic instructor, day after day, and throughout four years. No sane man would ever think of advocating education by correspondence as superior to education by contact. It is for the very sake of establishing personal relations between master and pupil, between the individual and society, that the summer session of the Chautauqua College of Liberal Arts was devised. Although a six weeks' course of lectures and of class work seems very trifling, as compared with the thirty-six or more weeks of the college year, it should be remembered that one college lecture or one sermon is sometimes enough to determine a life choice. If a college professor can sometimes strike sparks of intellectual light in fifty minutes, he ought to be able to kindle some sort of a fire in the course of six weeks. If a man's scientific career, like that of Prof. Joseph Henry, once secretary of the Smithsonian, is sometimes determined by the reading of a single book, "although by no means a profound work," as he himself admitted, it is possible that the suggestion of a course of good reading for an earnest student at Chautauqua may bear rich fruit in coming years. Many a university student in Germany, England, and America will admit that the best results of a professor's teaching are introductions to special literature and to new vistas of scientific interest. Many a doctor of philosophy, returning from years of foreign note-taking, has left his voluminous note books unused and has sought fresh knowledge and inspiration in books recommended by his professors or in more recent literature.

Finally, it should be borne in mind that the Chautauqua correspondence system is designed for those, and for those only, who, by the force of circumstances, are prevented from attending a regular college. As Principal Harper truly says: "There are thousands of men and women unable to avail themselves of oral assistance, who, nevertheless, are eager to study. It is surely an advantage of the correspondence system that it can aid this large class, who otherwise would have no help, and would make no progress." Popular interest in higher education is evinced by the 27,000 local reading circles, embracing, since the original organization in 1878, more than 180,000 members and a present membership of nearly 100,000. The Chautauqua literary and scientific circles are but voices of people crying in the wilderness "Make straight the way toward the people's college and the people's university." The whole strength of this Chautauqua democracy is directed toward higher education for its hopeful sons and daughters. He is a superficial judge who estimates the highest educational aims of Chautauqua by those popular addresses of

Sam Jones, Sam Small, DeWitt Talmage, Joseph Cook, Edward Everett Hale, Frank Gunsaulus, and Phillips Brooks, to audiences of 5,000 men and women in that great amphitheater, although these phenomena are wonderful, moral, and quickening forces in themselves. Here, indeed, is a great educational folkmote; but this popular assembly, by its customary contributions of "gate money," supports that growing College of Liberal Arts upon the hilltop. London now boasts her People's Palace, but it was not founded by, and is not supported by, the people. Chautauqua is a popular advance, under the leadership of two sons of the people, from a camp-meeting institute to a college of liberal arts, foreshadowing a people's university. The American people have a sovereign instinct for good leadership, whether in education, religion, or politics. Robert Browning well says:

> "'Tis in the advance of individual minds
> That the slow crowd should ground their expectation
> Eventually to follow—as the sea
> Waits ages in its bed, till some one wave
> Out of the multitude aspires, extends
> The empire of the whole, some feet, perhaps,
> Over the strip of sand which could confine
> Its fellows so long time; thenceforth the rest,
> Even to the meanest, hurry in at once."

The Chautauqua School of Theology is an outgrowth of the meetings of various ministers during the summer at Chautauqua Lake. It was duly organized and chartered in the winter of 1880–'81. The objects of the school are thus set forth in the charter granted by the legislature of the State of New York:

(1) To instruct its patrons in the departments of biblical, theological, ecclesiastical, historical, and philosophical learning, which are usually taught in seminaries devoted to the training of candidates for the clerical profession, and in such other subjects as in the judgment of its instructors shall conduce to the efficiency of the candidates.

(2) To provide an archæological library and museum for the illustration of biblical and oriental research, and the collection of books, manuscripts, charts, plans, casts, relics, etc., designed to assist the biblical student in his investigation of the evidences and contents of the Holy Scriptures.

At present there are six departments—New Testament Greek, Hebrew, doctrinal theology, practical theology, historical theology, and Christian science. The instruction is done by correspondence, as in the College of Liberal Arts, and is designed to enable ministers in active church work to complete their professional studies. Each department is in charge of an instructor of reputation. In order to obtain the degree of B. D. the candidate must pass satisfactory personally supervised examinations, and obtain a certificate from each professor. No honorary degrees are given. Eight degrees have been conferred, the average period of study being five and one-half years, nearly twice the seminary course. Since its beginning the school has enrolled more than 600 ministers of all denominations. There are at present (1892) 150 pursuing the studies of this school.

THE CHAUTAUQUA PRESS.

A treatment of the various agencies by which the Chautauqua idea of popular education is carried out would be inadequate, were there no mention of the work performed by its press. From the very beginning Chautauqua has made use of this power, first through the Methodist Book Concern, the editor of whose Sunday school publications was also Chautauqua's superintendent of instruction, and soon through periodicals and books from its own presses. It was the desire of the management from the start to have an "organ" of its own, and in 1876 was commenced the publication of the Assembly Daily Herald as the organ of the summer meeting, and the Chautauquan, a monthly publication, as the organ of the literary scientific circles, and contain-

ing most of the required readings in serial form, and other articles of literary and scientific value.

The difficulties encountered in supplying the required books to members of the literary and scientific circles, soon made it necessary for the assembly to take the work into its own hands. The Chautauqua press was, therefore, established with these objects: To supervise all publications containing required readings, or for which Chautauqua is is in anyway responsible in any of its departments; and to make sure that the books selected by the counsellors are published at low rates and in sufficient quantities to meet the demands of the circles. The list of publications from this press is already a long one, and includes many valuable and notable works written especially for Chautauqua work.

CHAUTAUQUA EXTENSION.

The English idea of higher education for men and women and for life was clearly anticipated by Chautauqua. Some of the very features of English university extension characterized the educational work of Chautauqua as early as 1874. There were then, and in successive years, local lectures on great subjects, *conversazione* or class discussions, and written examinations upon topics of public instruction in Bible history and geography, normal Sunday-school work, etc. * * * Oxford and Cambridge borrowed the idea of summer meetings from Chautauqua in 1888, and in that year the first definite plan for university extension was drawn up at Chautauqua.[1]

Writing further of this university extension phase of the Chautauqua movement, Dr. Adams says, in the Review of Reviews for July, 1891:

Long before university extension was heard of in this country, Chautauqua began to feel its way towards helpful relation between college men and the people. A step in this direction was the establishment of the College of Liberal Arts at Chautauqua Lake, not for the purpose of giving degrees, but for the sake of bringing advanced students directly under the influence of college teachers engaged for the summer season from different institutions. In a circular of the Chautauqua College, published in 1883, this interesting suggestion was made: "One may find in almost every nook and corner of our land representatives of colleges, universities and professional schools. They constitute an unorganized brotherhood, whose friendly aid is gladly given to those who, less favored, seek counsel in their search for culture. By conversations, candid criticisms, direct assistance, they put into the student's life the advantages of the teachers' living voice and magnetic influence. A number of students in the same locality may organize university classes, hold frequent meetings, occasionally employ special teachers, and thus may receive many of the benefits that belong to the college recitation room. Thus every student may have his "college council," and most of them the "college class."

Of course all such expedients are unsatisfactory without direct connection with college and university teachers, such as university extension now supplies. Dr. Vincent, the sympathetic leader of Chautauqua, visited England in 1880, and again in October, 1886. He was so impressed with the manifest growth of the extension movement that he resolved to urge a similar work in connection with Chautauqua. He wrote home to the registrar of the Chautauqua College of Liberal Arts, and a conference was held with Dr. Harper, the principal, as early as November, 1886. No practical steps were taken, however, until the summer of 1888, when the first definite American plan for Chautauqua university extension was drawn up at Chautauqua by Dr. H. B. Adams, with the approval of Bishop Vincent and his son and assistant, George E. Vincent, together with Dr. Harper, Dr. R. T. Ely, and Frederick Starr, who formed the principal central committee for the promotion of the new idea.

An elaborate prospectus stating the aims, methods, cost, and history of university extension was issued September 15, 1888, to prominent

[1] Forum, July, 1891, article on "University extension," by Dr. H. B. Adams.

educators and friends of the movement. The objects proposed were: (1) A revival in the United States of the original idea of a university as a voluntary association of students and itinerant lecturers for higher education by means of systematic courses of local lectures upon special subjects; (2) the promotion of good citizenship by the popular study of social science, economics, history, literature, political ethics, and the science of government, in continuous and progressive courses, under the guidance of competent teachers; (3) courses of instructive lectures upon natural science; (4) cooperation with American colleges and other institutions of learning in order to supplement their work by university-extension courses; (5) affiliations with public libraries, mechanics' institutes, lyceums, labor unions, guilds, young men's christian associations, Chautauqua literary and scientific circles; (6) the higher education of the American people by the organization of the most intelligent and progressive local forces.

The methods suggested were those of English university extension, comprising systematic lecture courses, a printed syllabus, class discussion, written exercises, and final examination. The system was to be under the general management of a central committee, selected from representative college and university professors, who agreed, upon request from the Chautauqua registrar, to "nominate candidates for itinerant lectureships from among the younger specialists who are personally known to be fitted for the task of popular teaching." It was hoped that local branches of Chautauqua would prove instrumental in organizing local courses of extension lectures. Several editions of the Chautauqua circular have been published since 1888 and widely distributed at the summer assemblies, where thousands of people congregate in July and August to hear popular lectures and good music, and to attend instructive class courses at the Chautauqua College of Liberal Arts. Undoubtedly much of the widespread popular interest in university extension, particularly at the West and South, has resulted from this early and persistent propaganda by the managers of Chautauqua. The educational results are seen in the increasing tendency toward instructive and continuous lecture courses in the numerous summer assemblies and at the central Chautauqua. These experiment stations might become good training schools for college graduates and young professors."

The function of Chautauqua in the educational system of the United States, as set forth by its promoters is compensatory and supplementary. It would not if it could supplant or compete with the institutions of the conventional type. It strives to do work which they either can not or have not attempted to do, and the result of the Chautauqua methods has been to increase the interest of the people in the college and university. Its underlying principle is that education is the privilege of all, young and old, rich and poor; that mental development is only begun in school and college, and should be continued through all of life. Its aim, therefore, is a double one. It would carry the benefits of intellectual enlightenment to those to whom circumstances have denied the privilege of attending the higher institutions of learning, and would provide for those who take the college course incentive for continual intellectual activity.

Chautauqua says, therefore [writes Chancellor Vincent in his *Chautauqua Movement*[1]], show the learned their limitations and the illiterate their possibilitities. Chautauqua pleads for a universal education; for plans of reading and study; for all legitimate enticements and incitements to ambition; for all necessary adaptations

[1] P. 5.

as to time and topics; for ideal associations which shall at once incite the imagination and set the heart aglow. * * * Show people out of school what wonders people out of school may accomplish. Show people no longer young that the mind reaches its maturity long after the school days end, and that some of the best intellectual and literary labor is performed in and beyond middle life.

II—CHAUTAUQUA ASSEMBLIES.

Chautauqua has been a prolific mother. Not the least important among the methods by which the extension of her influence has been effectuated has been the establishment of a large number of smaller assemblies in various parts of the country, at which are imitated on a smaller scale the exercises of the parent assembly at Chautauqua Lake. Of such summer Chautauqua centers there now exist somewhat over sixty. With scarcely an exception these assemblies have been held at popular summer resorts, and the actual duration of the assembly sessions has been from one to two weeks. In all cases the purpose has been double—primarily, instruction; secondarily, recreation. The comparative amount of emphasis laid upon these aims varies in the different assemblies. In some the amount of instruction given is very considerable, and covering a large number of subjects; in others the educational feature has been but slightly developed. The following information regarding these several summer meetings has been elicited in response to a circular addressed to their presidents, and containing the following interrogatories: (1) What are the subjects taught? (2) What methods of instruction are followed? Do you have courses of lectures on large subjects, or single lectures on varying topics? (3) What is the size of the assembly, the number of teachers, lectures, and students? (4) What is the object of the assembly—instruction or entertainment, or both? From a few assemblies no answer has been obtained.

The National Chautauqua at Glen Echo, Md.—The youngest child of its 17-year-old mother, Chautauqua, is the new assembly at Glen Echo, Md., which takes its name "national" from its location, being situated but 4 miles from the national capital.

The assembly is but one year old, its first session being held in the summer of 1891, but an immense amount of work has already been done in improving the grounds, and its first programme showed an excellence rivaled only by its parent at Chautauqua Lake. The indications are, indeed, that this new educational association, incorporated under the laws of Maryland, will in the very near future assume a position in the foremost ranks of institutions for popular instruction.

The site chosen is on the high banks of the historic Potomac, 4 miles above Washington, with which city it is connected by an electric car line. The grounds comprise about 80 acres, donated to the association for the purpose, and commands an extended river front. Several buildings have been erected, among them the amphitheater, the Hall of Philosophy, the Arcade, and the Red Cross buildings. The amphitheater is an immense building of granite, a perfect circle in form, and 200 feet in diameter, and has a seating capacity of 6,000. The Hall of Philosophy is likewise of Potomac granite, and besides containing a series of rooms for special classes possesses an auditorium with seats for 400 people. Regarding the character of these buildings, one of the lecturers there last summer writes me as follows:

The buildings which have been erected and are now in process of erection surpass by far in beauty, cost, and adaptability to their uses for which they are intended those of the old New York Chautauqua, and I was told by old Chautauquas, who have been everywhere, that they surpassed anything to be found at any Chautauqua in this country.

One of the most serious drawbacks to the success of the first session was the lack of adequate transportation facilities from Washington. The management have, however, promised that before the opening of the next session a line of the Baltimore and Ohio Railroad will be running to the very gates of Glen Echo, and that a number of steam packets will be running on the Chesapeake and Ohio Canal, which runs through the grounds. The following account of the session of 1891 has been kindly furnished by Dr. A. H. Gillet:

The National Chautauqua of Glen Echo is the corporate name of a new educational association formed for the purpose of conducting an annual assembly and summer school on the plan of the famous Chautauqua of western New York. The site selected is on the banks of the Potomac midway between Washington and Great Falls. Ample buildings have been erected at a cost of $160,000, and water supply, sewerage, and electric lighting provided at a cost of $100,000 more. The grounds were donated to the association by Messrs. Edwin and Edward Baltzley, who have also borne the largest share in the expense of preparing for the first session. The officers of the association are: President, Mr. Edwin Baltzley; chancellor, Dr. A. H. Gillet; secretary, Linson De F. Jennings; treasurer, Edward Baltzley. The location is such, the buildings so fine and so well adapted to the purpose, and the success of the first session so complete, as to raise great expectations as to the future of this admirable institution.

The following is an outline of the work done during the first annual session, June 16 to August 1, 1891.

(1) *Amphitheater entertainments.*—These include lectures, stereopticon entertainments, readings, and platform meetings. Of these, 54 were given.

(2) *Concerts.*—These included chorus concerts, band concerts, concerts by vocal and instrumental talent and piano and organ recitals; and numbered altogether 34.

(3) *Courses of lectures.*—Two in literature, 1 by Mr. Leon H. Vincent, of 5 lectures, and 1 by Mr. Robert Niven, also of 5 lectures; 1 in American History by Miss Jane Meade Welch, of 6 lectures; 1 on political economy by Dr. W. A. Scott, of 6 lectures; and 1 on English political leaders by Mr Robert Niven, of 3 lectures.

(4) *Studies in Shakespeare.*—Miss Imogen S. Pierce conducted a class 5 hours per week, for 3 weeks, in the study of Shakespeare's plays. Midsummer Night's Dream, Macbeth, and the Merchant of Venice are the plays through which the class went with some degree of thoroughness.

(5) *Biblical literature.*—In this department, during the first 3 weeks of the assembly session, classes were taught in Hebrew and New Testament Greek. Two courses of lectures were delivered, 1 on Old Testament history by Prof. George S. Goodspeed, and 1 on the gospel of John by Dr. F. K. Sanders. Supplemental to this work Dr. George Elliott, of Washington, delivered 6 lectures on Biblical subjects and 7 on normal methods as applied to Sunday-school and church work.

(6) *The schools.*—Practical class work has been successfully conducted in the industrial-art department by Prof. J. Liberty Tadd; in the various departments of business by Prof. and Mrs. S. H. Spencer; in French and Italian by Prof. J. P. des Garrennes; in Latin and mathematics by Prof. F. A. Springer; in music by Prof. Mark C. Baker; in Delsarte by Miss Gwyneth D. King; and in physical training by Prof. J. W. Sims.

(7) *Other work.*—In addition to what is enumerated above, special attention was given to young people's work. Mr. W. H. H. Smith concluded a series of very helpful meetings, spending a part of each hour in devotional service and the remainder in the study of the best methods of doing such work.

(8) *C. L. S. C.*—Round tables were held as often as circumstances would permit, and a recognition service was conducted at which 11 people were "recognized," 6 receiving their diplomas. An "office" was kept open. Circulars, blank forms of application, and copies of the Chautauquan were distributed.

(9) *Sunday services.*—Among the most pleasant memories of the first session of the Glen Echo Chautauqua will be the restful Sabbath hours, able and thoughtful sermons, inspiring music and the devotional spirit, ministered to by all of the associations of the day and place. The Sunday school for the study of the Word and the Chautauqua Sunday vesper services both contributed much to the value of these days of rest.

In the work of this first session the association has had in its employ for the entertainment and instruction of the public 304 musicians, besides the registered chorus of 900 singers, 60 lecturers and readers, and 17 teachers, making a total of 441 different people who in one way or another have contributed to the success of the first programme of the Glen Echo Chautauqua.

Plans are already maturing for the work of the Glen Echo Chautauqua for 1892. An elaborate programme will be provided covering the various lines of summer-school

work. The ablest teachers to be had will be chosen and nothing omitted to make it the equal of any similar institution in the quality and character of its work, as it is now the best equipped with buildings and facilities.

Acton Park, Indiana.—The annual session of Acton Park Assembly for 1891 opened July 22 and closed August 10. Properly speaking, the yearly gatherings at this place have been of a camp-meeting character for religious purposes, but from year to year days have been set apart for Chautauqua work. Lectures upon various topics have been delivered, classes organized for study, and diplomas delivered to graduates.

Bay View, Mich.—Bay View is in northern Michigan, on Little Traverse Bay, out of Lake Michigan, and a mile above the city of Petoskey. It is entirely a summer city of 400 or more cottages and hotels, besides 7 halls of the Bay View Summer University.

In 1876 Bay View was founded, and in 1886 the assembly and summer university were organized. In the assembly instruction is the principal object, though entertainment is also used to interest. The general programme is itself a popular school, and courses of lectures on large subjects are a prominent feature. Lectures for entertainment are used sparingly. Besides the general programme there are several departments, notably the Woman's Christian Temperance Union School of Methods and the Bay View Missionary Institute, each holding almost daily sessions, where by lecture and exposition leaders instruct workers and members in these organizations. These departments are believed to be of great practical value. In addition the Women's Council, the Press Club, and a series of meetings conducted by the Young People's Society of Christian Endeavor and the Epworth League constitute popular schools where ideas are exchanged and leaders with ideals and ideas are heard in programmes specially arranged to arouse and instruct. The university has nine departments: college of liberal arts, Bible school, school of art, school of music, schools of elocution, physical culture, photography, business, etc. The faculty numbers 32, including instructors, and the attendance is between 400 and 500. The methods of instruction are mainly by lecture and practical work. The subjects taught are those usually included in the schools named. The attendance at the assembly is about 12,000 during the season. The university term is usually from the middle of July to the middle of August, and the assembly session begins one week later than the former, closing with it. The announcements for the session of 1892 contain the information of the acceptance of the principalship of the university by Dr. Richard T. Ely, late of the Johns Hopkins University, at present professor of economics at the University of Wisconsin. The department of social science is to be further strengthened by the coming of Prof. David Kinley. Among other new men secured by the Bay View Assembly are Prof. James A. Woodburn, of the University of Indiana, who will conduct courses in American history, and Prof. H. M. Magoun, whose work will be in the classes.

In connection with the Bay View Assembly is published a quarterly magazine entitled, The Bay View Assembly Herald.

Beatrice, Nebr., and Mountain Lake Park, Md.—These two assemblies are under the same management. Concerning them Mr. W. L. Davidson, D. D., the superintendent of instruction, gives the following facts: The subjects taught are Sunday-school normal classes in senior and junior grades, elocution, kindergarten, physical culture, modern languages, astronomy, art, microscopy, music, and ministers' institute (ten days' session with lectures along Biblical lines). The instruction is by

daily classes, courses of lectures on large subjects, and often single lectures on varying topics. Over 25,000 people visited the Beatrice Assembly during the last session, and over twice that number the assembly at Mountain Lake Park. Classes have averaged from 25 to 100 students.

Black Hills, South Dakota.—The Black Hills Chautauqua Assembly gives instruction in the Bible, music, natural sciences, history, and literature. About one-half of the time allotted to lectures is devoted to courses of lectures on large subjects, the other half to single lectures on varying topics. At the last session there were 6 teachers, 12 lecturers, and about 150 students. The session lasted from August 11 to August 26. The town of Black Hills is built around the famous Hot Springs of South Dakota, the curative powers of whose waters attract a yearly gathering of 10,000 people.

Bluff Park, Iowa.—The assembly at this place has not been organized into a school, with its classes and corps of teachers, nor is there a record of attendance kept. General instruction, however, on biblical subjects, is given daily, and there are occasional lectures on varying topics.

Chester, Ill.—The Southern Illinois Chautauqua at Chester held its first session in 1891, and is the first one ever conducted by a woman. The opening session was successful, several schools were formally begun, and the attendance increased from 500 at the beginning to nearly 1,200 on the closing night.

Immediately at the close of the assembly a charter was applied for and preliminaries of permanent organization effected.

Clarion, Pa.—The subjects taught at this assembly, held at Reynoldsville, Pa., are English branches, Latin, Greek, Hebrew, and German. There is also an Itinerant's Club department, a Chautauqua Literary and Scientific Circle, and a Chautauqua Normal Union department. The instruction is by classes and single lectures on varying topics. The attendance of students has been about 100 and the corps of teachers has averaged 10. The object of the assembly has been, primarily, instruction.

Connecticut Valley, Northampton, Mass.—The fifth session of the Connecticut Valley Sunday School and Chautauqua Assembly was held in 1891 at Laurel Park. The subjects systematically taught were music, elocution, primary, intermediate, and normal work in Bible teaching. In the subjects named there were special instructors. The work of these teachers was supplemented by single lectures on many subjects. The instructors numbered 6, the lecturers 27, and there were 100 students enrolled. The attendance at the lectures reached as high as 2,000 in some cases.

Council Bluffs and Omaha Assembly.—The subjects taught are: Music, Bible, and pedagogics in classes, and a wide variety of other subjects in popular lectures. At the last session a special course on literature and comparative religions was given on the university extension plan. The attendance at the session of 1891 was 5,000 at the lectures, and from 20 to 150 in each of the classes. There were 8 teachers and 20 lecturers.

East Epping, N. H.—For six years a Chautauqua assembly has been held at East Epping. At the last session instruction was given in French, German, vocal music, water color and oil and china painting, shorthand, and typewriting. There were Sunday school normal and children's Bible classes, and lectures, concerts, and religious meetings every evening.

Epworth Heights Assembly, Ohio.—Subjects taught: Music, elocution, fine arts, painting, china decoration, etc., stenography, typewriting.

photography, cookery, physical culture, Sunday-school normal studies. Methods of instruction: By class work and lectures. Attendance: From 2,000 to 3,000; 20 teachers and 150 students.

Florida Chautauqua.—The Florida Chautauqua is situated at De Funiak Springs, Walton County, and is one of the most successful of these institutions organized on the plan of the parent assembly in New York. The subjects taught in classes are: The Bible, arts, music, kindergarten, pedagogy, elocution, physical culture, and stenography. During each session there are given several courses of lectures on literary and social topics. The programme for 1891 shows, for example, that a course of 6 lectures on "Labor and property" was given by Dr. Washington Gladden, and another course of 4 lectures on "Astronomy" by Prof. H. N. Felkel. At these lectures the university extension plan was followed of distributing to the audience printed outlines, and closing with a written examination. Besides these courses there were a large number of single lectures on different subjects. At the session of 1891 there were 12 teachers, 40 lecturers, and an attendance of 4,000.

Fremont, Nebr.—The Central Chautauqua Assembly, at Fremont, Nebr., held its first session June 23 to July 6, 1891.

Permanent improvements consisting of an auditorium with a seating capacity of 3,000, 12 other buildings, and a hotel have been made. The general work of the assembly for its first year consisted of 47 lectures and addresses; 40 hours of normal work, 40 hours given to the Teacher's Retreat; 17 hours to chorus work; 10 hours to Young People's conference, besides the regular work of the Round Table held each day and a W. C. T. U. School of Methods.

Georgetown, Tex.—The first session of this assembly was held in 1891, and had sufficient success to place it beyond the experimental stage. The assembly session lasted from July 1 to July 15.

Georgia Chatauqua.—This assembly held at Albany, Ga., confines its instruction to the departments of music, physical training and commercial law and bookkeeping, in which the enrollment of students has averaged 600 yearly.

Hedding Chautauqua, New Hampshire.—The Hedding Assembly is auxiliary to the Chautauqua University at East Epping. The subjects taught are French, German, voice culture, oil painting, and crayon work, shorthand and typewriting, cooking, Sunday-school normal work, and juvenile science. These subjects are taught in classes, and there are occasional lectures. The number of teachers at the session of 1890 was 10. There were 45 lectures given and an enrollment of over 200 paying students. Those in attendance upon the lectures averaged 800 in number.

Colfax, Iowa.—The Iowa Chautauqua Assembly at Colfax held its third session in 1891. The subjects that have been taught are, Evidences of Christianity, music, political economy, physical culture, history, biography, science, literature, art, and ethics. Instruction has been by class work, and by lecture courses on large topics and separate addresses on varying subjects. At the last session there was an average of 4 lectures or entertainments per day for ten days.

Island Park, Indiana.—The Island Park Chautauqua held its thirteenth session in 1891. There were 12 organized classes. Instruction was given in the following subjects: Fine arts, languages, English literature, elocution, physical culture, kindergarten, and normal classes. Numerous lectures on various subjects were given by prominent men. The average daily attendance in the auditorium was 2,000.

Kansas Chautauqua.—The Kansas Chautauqua Assembly has met each summer at Oakland Park, near Topeka, for seven years, holding annually a 10-days' session, with normal classes for study of the English Bible, training classes for instructing Sunday-school teachers in approved methods of teaching; classes—part of the time—in elementary Greek and Hebrew, in elocution and literature, with lectures on popular subjects, intended for entertainment as well as instruction; stereopticon tours, concerts, classes in music, etc. Missionary conventions and councils of the Woman's Christian Temperance Union have also been held sometimes in connection with the assembly. The instruction has been done chiefly by lecture-lessons, with blackboard outlines. The normal classes have brought together about 200 students; the popular lectures have been attended by audiences which sometimes reached the number of 3,500. The present corps of instructors numbers 12.

Kentucky Assembly.—The Kentucky Chautauqua Assembly has been in existence for five years. Instruction is given in Bible studies, normal training, W. C. T. U. work, and music. "We have as yet only begun our educational work," writes the superintendent, "but our design is to begin to develop this work, especially in the line of university extension courses. We had an audience last year of 20,000 people. The number of lecturers, teachers, and workers was 30.

Ottawa Chautauqua Assembly.—Regarding the work of these three assemblies, their superintendent, Dr. J. L. Hurlbut, writes the following letter:

I have charge of the above assemblies and all of them are conducted substantially upon the same plan.

At each assembly we hold daily classes, at least 2 hours a day, for the study of the Bible and the best methods of Sunday-school work. We have also children's classes for Bible study, and an examination upon it at the close of the session. We have a chorus organized consisting of from 100 to 300 singers, which receive training from 2 to 4 hours every day. We have also a class at most of the assemblies named above of from 100 to 200 members in English literature.

The afternoon and evening platform exercises are of a popular character intended to draw the crowds, but literary lectures we find are the most popular. Three thousand or 4,000 listened to each of Gunsaullus's historical lectures last summer.

The Ottawa Assembly last summer had over 2,000 people attending its daily classes, with about 10 instructors, and the lecture platform embraced about 10 lecturers.

The Nebraska Assembly had, perhaps, 1,000 attending its several classes, with half as many instructors as at Ottawa.

Lake Tahoe, California.—The Lake Tahoe Assembly is a new enterprise, and but two sessions have been held. As thus far developed, there are schools of history, language, natural history, and theological department of methods. At the session of 1890 there were 10 lecturers, 6 teachers, and 150 students.

Lakeside Assembly, Ohio.—The following letter from the secretary explains the character of the work of this assembly:

There is taught the "Bible normal course," science, art, literature, temperance, political economy, history, biography, and every subject that comes in the line of popular lecture courses. We have kindergarten and normal schools, music, and elocution.

We have both "courses of lectures on large subjects and single lectures on varying topics."

The average attendance at lectures is probably 1,500 at the three popular hours—10 a. m., 2.30 p. m., and 8 p. m.; at the odd hours, of course a much less number. In the special classes say, an average of 20.

Our object is to instruct and entertain as well as furnish a healthful resort. Our camp meeting, held at consecutive date, is under the management of a board of trustees, appointed by five conferences of the Methodist Episcopal Church, and is as well attended as the other.

Long Beach, Cal.—Long Beach Chautauqua Assembly, held at one of the summer resorts on the Pacific coast, has afforded instruction in Sunday school normal work, art, cookery, oratory, music, photography, and kindergarten. In addition, there have been numerous lectures. For four years, also, the Epworth League Assembly has held its annual camp meeting in connection with the assembly, and under its auspices has been conducted a school for the study of the English Bible. Sessions of the Southern California W. C. T. U. Assembly and School of Methods have also been held at Long Beach.

Long Pine, Nebr.—The assembly at Long Pine teaches the Bible, political science, natural science, temperance, pedagogy, and music, with the C. L. S. C. a specialty. Lectures are given on various subjects, and there is daily class instruction. There are from 10 to 12 teachers and 18 or 20 lecturers employed at each session. The students number from 200 to 300, and the attendance ranges from 500 to 2,000.

Monona Lake, Wisconsin.—The instruction at this assembly embraces the following subjects: The Bible, pedagogics, vocal music, and elocution. This work is supplemented by lectures, both single and in courses. The daily attendance has been from 1,500 to 6,000. Five teachers have been employed, the number of lectures has averaged 40, and the attendance of students over 400.

Mont Eagle, Tenn.—The following letter of the superintendent gives an outline of the work of this assembly:

> Our assembly embraces two features—the schools and assembly platform. In the schools are taught the branches needed by teachers of the various schools in the South, embracing ancient and modern languages, English, mathematics, sciences, pedagogics, music, and art.
>
> Both methods are used. Single lectures, course lectures, and class instruction are used.
>
> The assembly and schools run through two months; more than 60 lecturers and teachers were employed last year, and the average daily attendance 800 to 1,000 persons.
>
> The object is to entertain and instruct, furnishing instruction on the leading religious and popular topics of the day.

Northern New England, Maine.—The instruction at this assembly, which holds its annual sessions at Fryeburg, is given almost exclusively by means of lectures of which there are a considerable number. Systematic instruction, however, is given in oratory, Delsarte sciences, normal methods, and cookery.

Ocean City, N. J.—Concerning the work of this assembly its president writes as follows:

> We do not make it a business to form classes and go through professional instructions. We have exercises of a religious character; C. L. S. C. round tables; recognition day, when we give the C. L. S. C. diplomas sent to us from Dr. Vincent to those who have earned them; lectures, camp-fire services, and other services pertaining to Chautauqua work. Our lectures are on single subjects. Our audiences vary from 100 to 300 on week days to 500 on Sundays. Our object is to entertain along educational lines and to stir up interest in Chautauqua educational methods for those who can not go to regular schools.

Piasa Bluffs, Illinois.—The subjoined letter sufficiently describes the work of this assembly:

> Our programmes have been general, but we have so far given most attention to Sunday-school normal work, and to the Chautauqua literary and scientific circle.
>
> Our methods have been the normal drills, round-table conversation, and lectures. So far we have had only single lectures on varying topics.
>
> The attendance varies from 150 to 1,000. There have been but 2 regular teachers, Rev. C. J. W. Coxe, D. D., in charge of the normal work, and myself [Rev. Frank Lenig, PH. D.] in charge of the C. L. S. C. work. Last year there were about 40 in the normal class, and about 25 Chautauquans.

We propose both instruction and entertainment. The assembly is only about three years old, but its prospects are good. New departments will be added this year, and a week will probably be given to an itinerant club.

Piedmont Chautauqua, Georgia.—The Piedmont Chautauqua, which holds its session at New Atlanta, rests upon a substantial basis, having over $100,000 invested in buildings and park. The subjects taught are language (German, French, and English), English literature, general history, pedagogy, physics, biology, botany, mineralogy, vocal and instrumental music, art, physical culture, elocution, business, and kindergarten. The methods of instruction include class work, conversational lectures, and lecture courses on such large subjects as English literature, Egyptology, and the Bible. The number of teachers has averaged 20, the lecturers 40, and the audiences have ranged as high as 3,000.

Riverview, Ohio.—The Riverview Assembly has held three summer sessions at New Richmond, Ohio. The first season a full course of studies was conducted, but since then instruction has been limited to single lectures on detached subjects. Audiences have ranged from 1,000 to 2,000.

Rocky Mountain, Colorado.—The following letter gives the essential points regarding this assembly:

The Rocky Mountain Chautauqua Assembly, held at Glen Park, near Palmer Lake, Colo., is a summer school, which continues about three weeks each summer, beginning the second Wednesday in July.

The subjects taught are: (*a*) Lessons on the construction, origin, evidences, history, geography, institutions, and interpretation of Scriptures, and upon the organization, management, and teaching in Sunday schools; (*b*) Popular course of instruction in botany, geology, astronomy, and such history as may be in current line of C. L. S. C. reading; (*c*) Round table, taking up such subjects as are being or have recently been considered in the C. L. S. C. readings.

We adopt, as methods of instruction, lectures and examinations, and in the normal department a course of study and recitation. We also have a course of platform lectures of popular character on all subjects that the lecturers may select from.

The number of teachers and lecturers at each assembly will probably average about 30. Enrolled students average, say, 100, but of those in attendance, 1,500.

Our assembly is principally for instruction, but we combine with it entertainment.

San Marcos, Tex.—Instruction at the San Marcos Assembly includes, (1) the course of study prescribed for the C. L. S. C.; (2) in its teachers' summer normal institute, the course of study prescribed for the public free schools of Texas. There are both courses of lectures on large subjects and course lectures and illustrations on select and varying subjects and class work. There are also Sunday school normal lectures and class work. Elocution, various branches of art, kindergarten are also taught. The membership of the institution is about 200, and the teachers at the session of 1891 numbered 13 and the lecturers 22. The object of the assembly is, first, moral and religious instruction; second, social entertainment. At session of 1891 the assembly more than cleared expenses, besides raising $1,250 for a hall of philosophy.

Silver Lake, N. Y.—The subjects taught are theology, conference studies for young men entering the ministry, normal Biblical studies, school of English Bible, Hebrew, Greek, Latin, French, German, English literature, oratory, stenography, typewriting, and music. Theology, conference studies, and English Bible are taught in lectures, the others in schools. The "natural method" is employed in the languages. The regular teachers number 12, the lecturers about 15, and in all departments there are enrolled 400 students.

San Antonio, Tex.—The subjects embraced in the instruction given at the Texas Chautauqua at San Antonio are the Bible, music, elocu-

tion, Sunday school normal training, secular normal school, and the C. L. S. C course. The lectures are usually on various detached subjects, though occasionally longer courses on large subjects are given. The teaching force has averaged from 12 to 15, with as many lecturers in addition.

Waseca Assembly, Minnesota—This assembly dates from 1884, and during the eight years of its existence has had remarkable success. A full equipment of buildings and facilities for every kind of assembly work have been provided. An auditorium tabernacle, hall of philosophy, and normal hall have been erected. The assembly now includes 9 general departments and more than 20 special classes. The subjects taught are: Music, French, German, shorthand, botany, biology, astronomy, microscopy, history, crayon work, bookkeeping, and typewriting, Sunday-school normal work, pedagogics, and theology.

Waseca Assembly is the northwestern headquarters for the C. L. S. C., and special attention is paid to C. L. S. C. work. Besides these branches of work there are an Itinerants' Club of the Minnesota Annual Conference, and an Epworth League Training Institute.

Wiers, N. H.—Regarding the Winnipesaukee Lake Assembly, which has held five annual sessions at Wiers, N. H., the president writes as follows:

> The subjects taught are those treated in the C. L. S. C. work, the Bible, and music. We have both courses of lectures and single lectures on varying topics. The average attendance of members may be put at 300, but the visitors are many more. The average of lecturers and teachers may be put at 12. Our main purpose is instruction, but we give entertainments also.

Concerning the following assemblies no information has been obtained:

Lake Bluff Assembly, Illinois; Lake Madison, South Dakota; Langdon Assembly, North Dakota; Hiram Assembly, Ohio; Missouri Assembly, Warrensburg, Mo.; Mountain Grove, Berwick, Pa.; Niagara Assembly, Canada; Ocean Grove, N. J.; Ocean Park, Me.; Pacific Coast Assembly, Monterey, Cal.; Puget Sound Assembly, Washington; Round Lake, N. Y.; Seaside Assembly, Key East, N. J.; Winfield, Kans.; Southern Illinois; Gerhart Springs, Clatsop, Oreg.; Warsaw, Ind.; Weatherford, Tex.; Ridgeview, Pa.

III.—THE MARTHA'S VINEYARD SUMMER INSTITUTE.

The summer institute that has been held on Martha's Vineyard since the summer of 1878 is to-day one of the leading and most flourishing institutes for summer instruction in the United States. Together with the great experiment at Chautauqua Lake, it occupies a position in modern educational movements that will render a detailed description of its work the best commentary that can be given upon that phase of popular instruction, which it is the purpose of this monograph to describe.

The following account of this institution has been adopted from a sketch very kindly furnished by its present president, William A. Mowry, PH. D.

The school was started in the summer of 1878. The originator and first president of the enterprise was Col. Homer B. Sprague, PH. D., at that time the head master of the girls' high school in Boston. He first selected the place, interested others in the scheme, put the plan in

operation, and carried the institution forward until it was incorporated under the laws of the Commonwealth of Massachusetts, and became one of the permanent educational institutions of the Old Bay State, and secured a fine building adequate for the purpose, where sixteen recitations could be conducted in the same hour. Dr. Sprague himself thus describes the beginning and first few years of the school:[1]

The Martha's Vineyard Summer Institute originated in a very humble way. For a number of years, beginning with 1871, my friend Prof. Ellinwood and myself had spent the greater part of the summer at the Vineyard, and we had often discussed the possibility of establishing a summer school on the island. There was no question in our minds as to the desirability of well-directed mental employment on the part of thousands of teachers and others, during a portion of the two or three months of the long vacation. What to do, and how to do it, in founding such an institution, was the problem. To us, after much meditating, it seemed best, at last, to invite a number of eminent teachers to join us in issuing an announcement of classes, to be formed at Cottage City (then Vineyard Grove), in July, 1878, and to be continued five weeks. If successful, the work could be repeated in future years, and possibly a large and permanent institution might grow out of it. If unsuccessful, no serious harm was anticipated, and it would be gratifying to have deserved to succeed. No large pecuniary return was looked for; but it was hoped that scores and hundreds of students would be materially aided, and that valuable service would be rendered to the cause of education. The healthfulness of the island, its quiet beauty, its accessibility yet seclusion, its facilities for bathing, its innocent recreations, and especially its traditionally religious character and its wholesome moral influences seemed to make it of all spots the fittest for such an enterprise.

The plan adopted allowed of indefinite expansion. Any study in which satisfactory work can be done, or even a satisfactory beginning can be made, or a satisfactory course of lectures or lessons given, during five weeks, might be admitted, provided a competent professor could be found to take charge of the special branch. Each professor was to have complete liberty to manage his department in his own way so far as it could be done without injury to his associate professors or to the general interests of the institute. A uniform rate of tuition, $15 in each department, was fixed upon, and each professor was to receive as compensation for his services the tuition fees paid by his own students. The professors were to share equally the expense of advertising by joint circulars and by joint cards in the newspapers, but each professor was at liberty to advertise further his special classes. The common interests of the institute were to be managed by the professors assembled as a faculty of instruction and government or by the president acting for all.

As bonds of union among the students as well as among the professors, all members of classes and of professors' families were to be admitted free of cost to public lectures and entertainments by distinguished men invited by the institute. These were to be paid by admission fees from all persons not connected with the school. The professors also were at liberty to deliver public lectures, receiving as their compensation the proceeds of tickets sold to persons not members.

For such lectures, readings, or concerts the institute was to provide a hall and pay the expense of tickets and handbills, but the lecturer or other performer was to be at his own charges and his own risk as to receipts. The giver of the entertainment was at liberty, under proper limitations, in his discretion and at his own expense, to resort to other means of advertisement.

Further to unite the members of the institute and promote social enjoyment, weekly receptions and excursions were arranged, the former taking place on Friday evenings and the latter on Saturdays.

The general plan of operations, allowing to each department independence in all local matters not affecting immediately the common interests, yet combining for central direction in all things in which the general welfare of the institute is concerned, has prevailed until the present time. The forenoons are mostly given up to class exercises, the afternoons and evenings to public lectures and entertainments, Friday evenings to receptions, and the whole of Saturdays to excursions and recreation. The election by a student of two or more studies has been permitted but not encouraged. When interferences have occurred between hours of recitation, the same student being due at two places at once, the matter has been amicably arranged by the professors in charge of those classes, or, in case of irreconcilable diversity of opinion, by the president of the institute.

In the fall of 1877 and winter of 1877–'78, after much consideration, and after consultation with many eminent gentlemen, the following instructors were induced to join in the work:

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[1] Summer Institute Herald (published by the institute), July 21, 1882.

In botany, Prof. William R. Dudley, of Cornell University; in entomology, Prof. B. Pickman Mann, of Cambridge; in French, Prof. Philippe de Sénancour, of the Boston Latin School; in geology and mineralogy, Prof. L. S. Burbank, of the Boston Society of Natural History; in German, Madam Marie Mehlbach, of Auburndale; in industrial drawing, B. W. Putnam, of Jamaica Plain; in Latin and Greek, J. M. Tetlow, of the Girls' Latin School, Boston; in microscopy, Dr. Ephraim Cutter, of Cambridge, and Dr. Paulus Reinsch, of Munich; in pedagogics, Prof. J. C. Greenough, of State Normal School, Providence, R. I.; in zoology, Profs. William B. Dwight, of Vassar College, and A. C. Apgar, of the State Normal School at Trenton, N. J.

After several unsuccessful attempts to secure a desirable professor to take charge of elocution, that department, as well as English literature, was placed under my own care. A public meeting was held in the Union Chapel the day before the beginning of the session, and the different professors successively stated to the audience the course in their several studies. Mrs. Abba Gould Woolson was engaged to deliver a course of 10 public lectures on historical and literary subjects, and Prof. Robert R. Raymond gave 10 public Shakespearian readings. Mrs. Woolson was prevented by ill health from fulfilling her appointments. Mr. Tetlow delivered two public lectures on Latin pronunciation, afterwards printed in the N. E. Journal of Education; Mr. William Marshall, 1 on an "An evening in wonderland;" Mr. Apgar, 2 on "Life in the sea;" Mr. Dudley, 1 on botany; Mr. Putnam, 4 on "Keramics and the potter's wheel;" Mr. Mann, 1 on insects, and Mr. Sprague, 4 on Shakespeare, Milton, and Goldsmith.

Of the departments just mentioned, that of entomology was not begun, Mr. Mann, the professor in charge, having married just four days before the institute opened; that of microscopy (or micrology, as the professor preferred to style it), which was to have been located at West Falmouth, was discontinued by reason of the nonarrival of students till after the departure of Dr. Reinsch; and that of pedagogics or didactics, which, owing to the modesty of Mr. Greenough, had been much less advertised than the rest, was also suspended. The other departments continued in successful operation till the close of the session. About 80 students were registered during the first summer, that of 1878.

At the close of the first session a strong feeling of satisfaction at the degree of success attained under unfavorable circumstances was generally manifest, and found expression in earnest resolutions unanimously adopted at a large meeting of the students. At the annual meeting of the faculty in August, Messrs. Sprague, Ellinwood, and Putnam were severally elected president, treasurer, and secretary, and it was resolved to hold another session in the following summer.

The attendance at the second session was about double that of the first year. Botany, English literature, geology, and mineralogy, French, German, industrial drawing, Latin and Greek, phonography, and zoology were taught by the same instructors, respectively, as during the first session. A department of history was added under the care of Prof. H. S. Mackintosh.

The third session, that of 1880, saw many changes in the faculty. A department of music was established. Astronomy and didactics were also added to the list of courses. The attendance was smaller in numbers, but, perhaps, of a higher average quality than the preceding year.

The fourth annual session, that of 1881, witnessed other changes in the faculty, and several new studies were added, namely, Anglo-Saxon, paleontology, and microscopy. Numerous public lectures also were given. The opinion was quite generally expressed that, on the whole, this fourth session of the institute had been the most interesting and profitable since the foundation.

But the inconveniences to which we were subjected by the lack of an institute building, though reduced to a minimum by the generous hospitality of the people of Cottage City, seemed from the outset to threaten the prosperity, if not the existence, of the school. Efforts had been unceasingly put forward to secure permanent quarters for the classes, a permanent home for the organization. One after another promising plans failed. Some discouragement was natural after these repeated failures, and one professor seriously proposed to his associates to remove the school to Plymouth, Mass.; to abandon it was not to be thought of. But among all our disappointments we had always one resource to fall back upon. We knew that from year to year there had been in the minds of the residents and visitors at the Vineyard a growing sense of the importance of the institute, and that its permanent establishment by their voluntary contributions, if in no other way, was but a question of time. Happily, one of our number, Mr. Putnam, had the leisure, the disposition, and the ability to give his energies to the important work of soliciting subscriptions. Other professors aided. The results were most gratifying. Within two weeks about $3,000 had been subscribed by about 120 donors. It remained to become a corporation under the laws of Massachusetts, with power to hold property. A meeting of directors for that purpose was held about the 1st of September, 1885, and the proper officers were elected.

The above sketch by Col. Sprague (continues Dr. Mowry) leaves us in the spring of 1882, at the time of his resignation of the office of president. Prof. William J. Rolfe, LIT. D., the well-known Shakespearian critic and writer upon English literature, was unanimously chosen president. He served the institute six years, from 1882 to 1887, inclusive.

The building of a large, commodious, and substantial edifice for the exclusive use of the institute was a great work. The heavy burden of this enterprise fell upon Prof. Benjamin W. Putnam, who for many years was the clerk and general business manager.

In the New England Magazine for July, 1887, the leading article is entitled "The Martha's Vineyard Summer Institute." This article is believed to be largely from Mr. Putnam's pen, and that portion which relates to the years 1882 to 1887, inclusive, is here reproduced:

On the 13th of February, 1882, Col. Sprague tendered his resignation as president, impelled thereto by "ill health and a press of other duties." As he made this positive, the directors were compelled to accept it. Prof. William J. Rolfe, the vice-president, was unanimously elected to fill the vacancy. Of him the retiring president said to the directors: "You are fortunate, indeed, to secure the services of one who has achieved success in both science and literature; one whose fame, through his works, is not only national, but international."

The erection of a spacious and convenient building on a cool and commanding site gave a new impetus to the good work, which was apparent in the increased attendance at the opening of the session of 1882. The building was dedicated with appropriate services, the former president, Col. Sprague, delivering the dedicatory address.

The comfort of the new building, with the various appliances of a schoolhouse, was fully appreciated by those who, for four years, had struggled on without them. One large room is made extensively useful as a reception room, where students can meet for social intercourse, to read and write; where, also, are displayed on shelves the various new text-books of the year, sent by the publishers for examination; and where all other necessary school supplies are kept for sale.

In 1882 the directors decided to publish a paper, which was issued under the name of the "Institute Herald." This paper, under the energetic management of Dr. William F. Morrison, of Providence, son of the treasurer, was a success, and aided in making the institute better known, not only in the immediate vicinity, but throughout the country.

During this session, the department of history was most ably conducted by Dr. Charles K. Adams, now president of Cornell University. Dr. W. A. Brownell, of Syracuse, took charge of the department of mineralogy and has continued to fill that chair most acceptably to the present date. The German department was in charge of Prof. Hermann B. Boisen, author of some valuable text-books. The Shakespearian readings of Prof. R. R. Raymond had become very popular, and large audiences gathered to enjoy his renderings of the plays of the great poet. The course of geological lectures, by Dr. Alexander Winchell, was enjoyed by throngs of delighted listeners.

The season of 1883 was one of continued prosperity for the institute. The erection of two buildings for the accommodation of the musical department, marked the outward growth, and relieved the already crowded rooms of the main building by furnishing accommodations for the large class in vocal music, under Prof. Daniell, and that in the pianoforte, under Prof. Howard.

The department of didactics was, during the sessions of 1882 and 1883, in charge of Col. F. W. Parker, at that time one of the supervisors of the Boston schools. In the year 1883 a fair in aid of the institute was held in Agassiz Hall, under the charge of the wives of the professors, and a considerable sum of money was raised to meet obligations that had been incurred in the furnishing of the building. Another fair was held in the Union Chapel the following year, but a severe storm and other causes combined to make it much less successful than the first.

This year the department of pedagogy was in charge of Prof. H. H. Straight, of the Cook County Normal School, Chicago, Ill.

The department of philosophy was in charge of F. Louis Soldan, principal of the St. Louis Normal School, with Dr. William T. Harris of Concord, as lecturer. The department of physical culture was conducted by Dr. Dio Lewis, of New York. The most noticeable improvement in what may be termed the plant of the institute this year was the erection of a building for a café, where the students who are obliged to lodge at some distance can take their meals with convenience. This plan is found to be both economical, affording board at a lower rate, and advantageous

also in a social way, bringing the students more together and promoting good feeling and a fraternal spirit.

The ninth year (1886) saw but few changes in the faculty, the most noticeable being that in the chair of elocution, which was filled by Dr. S. S. Curry, dean of the Boston School of Expression, who endeared himself to those under his immediate charge to a remarkable degree.

We may add, in a general way, that each year, profiting by the experience of the past, the directors have been able so to systematize matters that work can be begun the first day of the session and continue uninterruptedly till the close, which, by a recent vote, may not be till the sixth week. It is proper also to state that, as this is a school established primarily for teachers, the members of the faculty take especial pains to teach methods, not only by precept, but by example, in imparting a knowledge of their own subject. Pedagogy, the science of teaching, has always been a prominent department. They hold that if they fill a pupil full of his subject he will gain the ability in which he can best teach it. It is a pleasure to teach a subject we know and know we know. It is misery to try to teach a subject we do not know and know we do not know.

At the session of 1887 (continues Dr. Mowry) I had my first experience in a summer school. I had a strong prejudice against this class of institutions. I had felt that if one wished to become a teacher he had better attend a good normal school for two or three years, and that a few weeks' study in the heat of summer was too superficial to be of any real service whatever. It is true I had seen and experienced the best results from well-conducted teachers' institutes, but I had not thought these summer schools were better than the best of institutes, nor especially that they were of far greater value, inasmuch as those were generally held for two or three days, or at most for a week, while in these the attention of the earnest young teachers was held by the best instructors, the wisest specialists, for five weeks under the most favorable circumstances.

I went, therefore, to the Vineyard in July, 1887, to give a course of lectures upon American history, with the full expectation that that would be the beginning and the end of my connection with summer schools. I had no intention of going again.

I was surprised, therefore, to find on the one hand a class of very earnest young teachers, thirsty for both knowledge and wisdom, and on the other a faculty composed of some of the best teaching material to be found in the country.

With a bright and apt class of minds for pupils, these great teachers did good work—work which could not but commend itself to any observer. I was a convert to summer schools, if this was a fair sample.

Financially the institute was not at that time on a good basis. At the close of this session it was in debt for running expenses of this and previous years to the amount of about $2,500. A subscription paper was circulated among the faculty and some other persons, and about $1,200 was raised towards paying off this debt. (Let me say here, in passing, that the entire debt was paid from the extra earnings of the institute during the next three years, 1888–1890, inclusive.)

The depressed feeling was so great that two of the former directors, who hitherto had stood squarely by the institute at all times, saw no chance for its recuperation, and resigned their positions as directors and corporators. There was, however, a general disposition on the part of the directors, the faculty, and all concerned to make a vigorous effort to put the institution on a strong and efficient basis. A revised system of management was effected in 1888, and new features of importance were added to the school. The most prominent of these was a "school of methods" under the direction of Mr. A. W. Edson, agent of the Massachusetts board of education. This department held a session of three weeks, with a dozen or more teachers, in methods of

instruction in the ordinary branches of our common schools. These subjects were as follows: Arithmetic, blackboard sketching, drawing, geography, history, kindergarten, language, physiology, natural science, pedagogy, psychology, penmanship, physical exercises, school management, and vocal music.

Another important addition made to the courses of instruction was the placing of the special department of elocution and oratory under the direction of Dr. C. Wesley Emerson, of Boston. The courses and instructors this year numbered half a dozen or more in excess of the previous year. In 1887 there were less than 150 pupils, while the next year the number was nearly if not quite 250.

In 1889 it became evident that the crucial period in the history of the school was passed. The school of methods was greatly enlarged. The full number this year was 350. The department of elocution and oratory, under the efficient management of Dr. Emerson, was large and successful.

The year 1890 was in all respects the most prosperous and satisfactory the school had yet seen. A department of high-school methods was established, which proved beneficial to a large number of high-school teachers. A department of physical culture was added and Baron Nils Posse, M. G., of Boston, gave instruction in the Ling system of Swedish gymnastics. The full membership was 700, including teachers of all grades from the kindergarten to the college, and coming from thirty-seven States, Territories, provinces, and countries.

This year the institute added a dormitory to their other accommodations. They had built a café building with well-equipped kitchen and dining room several years before. These two additions to the comfort and convenience of the students have proved of great benefit to the school.

The last session of the institute, that of 1891, was in all respects the most successful; the numbers showed no falling off from the number of the previous year and the quality of teachers in attendance has materially improved.

The directors this year made important improvements to the property of the institute. A large addition (25 by 25 feet) to the kitchen was built, a new refrigerator and a new baker were added, together with a generous enlargement of the cooking outfit, the café was clapboarded, all the buildings—now five in number—were thoroughly painted and put in good order, and the unsightly gravel bank on the south of the institute was graded and sown with oats and grass seed. Altogether, during the last two years, about $3,000 has been expended upon the property of the institute, nearly all of which has been already paid from the extra earnings of the institute. It should be borne in mind that all the receipts from tuition are used to pay current expenses and the instructors. Not a dollar of tuition money has been appropriated to these permanent improvements.

The present condition of the institute is in all respects prosperous and encouraging.

I. The breadth of the work is noticeable. There are at the present time more than 50 different courses of instruction in the school. These are properly divided into (1) a school of methods for elementary studies; (2) a school of methods for high-school studies; (3) a school of elocution and oratory; (4) eighteen academic departments.

These academic departments may be grouped under the following heads: (1) The natural sciences; (2) the modern languages; (3) the ancient languages; (4) the mathematics; (5) English literature, his-

tory, and civil government; (6) music, vocal and instrumental; (7) drawing; (8) microscopy; (9) painting; (10) sloyd.

II. Its buildings, grounds, location, and general equipment are of the best. It has five buildings all devoted to its own work. Its grounds are ample, and its equipment is probably not surpassed anywhere.

III. It is incoporated under the statutes of Massachusetts as one of the permanent educational institutions of the Old Bay State, and is managed by a board of directors in the interest of education and not for personal gain.

IV. Its outlook for the future is highly promising. The directors are now perfecting their arrangements for broader operations and more extended usefulness.

New courses are to be added, the academic departments are to be strengthened, and the school of methods, both elementary and higher, is to be enlarged and improved. One of the special features to be emphasized in the school of methods is the laboratory method of teaching the natural sciences in the elementary schools. At the last session of the school 3 expert instructors gave 30 lessons to the classes, and the laboratory was open all day for work by the class, under the supervision of one or another of these 3 teachers.

Appended is a tabular view showing the present corps of teachers and the subjects taught.

School of methods.

ELEMENTARY COURSE.

Arithmetic	Geo. I. Aldrich, A. M	Superintendent of schools	Quincy, Mass.
Civil government	Wm. A. Mowry, A. M., PH. D.	Editor Education and Common School Education.	Boston, Mass
Drawing	Henry T. Bailey	Agent State board of education.	Do.
Geography and physiology.	F. F. Murdock	State Normal School	Bridgewater, Mass.
Grammar	Miss Mary F. Hyde	do	Albany, N. Y.
History	C. E. Meleney, A. M	Superintendent of schools	Somerville, Mass
Kindergarten	Miss Lucy Wheelock	Principal Chauncey Hall Kindergarten.	Boston, Mass.
Language and primary work.	Miss Sarah L. Arnold	Supervisor primary schools.	Minneapolis, Minn.
Vocal music	F. H. Butterfield	Supervisor vocal music	New Bedford, Mass.
Penmanship	S. S. Cooley	Superintendent schools, Millbury and Oxford, Mass.	Oxford, Mass.
Reading	G. I. Aldrich, A. M	Superintendent of schools	Quincy, Mass.
	Miss Carry E. Silloway	Principal Quincy School	Poughkeepsie, N. Y.
Elementary science	A. C. Boyden, A. M	State Normal School	Bridgewater, Mass.
	L. E. Brassill	Supervisor science work	Quincy, Mass,

HIGH-SCHOOL COURSE.

Botany	Edw. S. Burgess, A. M	High school	Washington, D. C.
Civil government	Wm. A. Mowry, A. M., PH. D.	Author studies in civil government.	Boston, Mass.
English literature	Prof. Daniel Dorchester, A. M.	Boston University	Do.
French and German	The faculty of the Berlitz School of Languages.		New York City.
General history	C. E. Meleney, A. M	Superintendent of schools	Somerville, Mass.
Greek and Latin	Isaac B. Burgess, A. M	Latin school	Boston, Mass.
Mathematics	James Jenkins, A. B	Principal Dix Street School.	Worcester, Mass.
Microscopy	Rev. John D. King, PH. D		Edgartown, Mass.
	Miss Ella M. Drury, A. B		Boston, Mass.
Physical culture	Baron Nils Posse, M. G	Posse's gymnasium	Do.
Physical and scientific geography.	F. F. Murdock	State Normal School	Bridgewater, Mass.
Rhetoric	J. C. Greenough, A. M	Principal State Normal School.	Westfield, Mass.
Science, physics, chemistry, mineralogy, geology, zoology, home-made apparatus.	A. C. Boyden, A. M	State Normal School	Bridgewater, Mass.
	C. E. Adams	do	Salem, Mass.
Voice culture	Henry L. Southwick, A. M	Emerson College of Oratory	Boston, Mass.

COMMON TO BOTH ELEMENTARY AND HIGH-SCHOOL COURSE.

Elementary science	Prof. Boyden and Prof. Adams.	State Normal schools	Bridgewater and Salem, Mass.
Pedagogy	E. E. White, LL. D	Late superintendent of schools.	Cincinnati, Ohio.
Psychology	J. C. Greenough, A. M.	Principal State Normal School.	Westfield, Mass.
School management.	A. W. Edson, A. M.	Agent State board education.	Worcester, Mass.

ACADEMIC DEPARTMENTS.

Botany	Edward S. Burgess, A. M	High school	Washington, D. C.
Drawing	Henry T. Bailey	Agent Massachusetts board of education.	North Sictuate, Mass.
	N. L. Berry	Supervisor of drawing	Lynn, Mass.
Elocution and oratory.	C. Wesley Emerson, M. D., LL. D.	President Emerson College of Oratory.	Boston, Mass.
English literature	Prof. Dan'l Dorchester, A, M.	Boston University	Do.
French and German	Berlitz School of Languages.		New York City.
History and civil government.	William A. Mowry, A. M., PH.D.	Editor of Education	Boston, Mass.
Latin and Greek	Isaac B. Burgess, A. M	Latin school	Do.
Mathematics	James Jenkins, A. B.	Principal Dix Latin School	Worcester, Mass.
Music, instrumental and vocal.	George H. Howard, A. M.		Boston, Mass.
Ornithology and zoology.	Harry Gordon White	Late of the Marion Laboratory, Woods Holl.	Taunton, Mass.
Painting	Amelia M. Watson		East Windsor Hill, Conn.
Physical culture	Brown Nils Posse, M. G.	Posse's gymnasium	Boston, Mass.
Sloyd	Everett Schwartz	Instructor in Sloyd in Comin's School.	Do.

IV.—SUMMER SCHOOLS OF HARVARD UNIVERSITY, OF THE UNIVERSITY OF VIRGINIA, AND OF OTHER SCHOOLS.

THE SUMMER SCHOOL SYSTEM OF HARVARD UNIVERSITY.

The summer school system of Harvard University owes its origin primarily to the influence which Louis Agassiz brought to bear upon the spirit of scientific education in that institution and upon this country. From the beginning of his instruction his aim was, as far as possible, to provide for the training of teachers in the methods of instruction which he pursued in the sciences of zoology and geology. His desire to secure to them such instruction was, perhaps, the stronger for the reason that he received a hearty support from the authorities of the Commonwealth of Massachusetts in the foundation and maintenance of his museum in Cambridge. From the foundation of that museum his instruction was freely open to all the teachers of the State. Experience showed that owing to their school engagements teachers found much difficulty in attending the instruction which he gave during term time. Therefore. in consultation with the assistant who was engaged with him in teaching it was determined to make an essay in the line of field instruction given during the summer vacation. This work was first begun in the year 1869, in a geological school taught in part in Cambridge and in part in western Massachusetts. Summer field work in geology designed to acquaint teachers with methods of instruction to be followed in the field has been continued with slight interruptions from that date to the present time. In 1872 a school of zoology was planned, the intention being to open it in the following summer on the island of Nantucket. The project having received a certain amount of public notice, Mr. John Anderson, a manufacturer of New York City, became interested in the plan and offered to Prof.

Agassiz as a gift the Island of Penikese, as well as the sum of $50,000 for the necessary initial expenses of the establishment. The history of this school has been already described. After the death of Prof. Agassiz the project of the Penikese school was abandoned, for the reason that it met with no public general support, and the fees paid by students would not support the costly establishment. In the second session the excess of expenditures over receipts was $3,000.

The evident utility of these summer schools of natural science, however, led in succession to the establishment of similar courses of instruction at Harvard University in chemistry (1874), botany (1874), physics (1889), field engineering (1889), physical training (1887), and to slighter experiments in the way of courses in French and German (1888). During the last summer (1891) the following courses (in order of their mention in the college catalogue) were offered:

(1) A course in the fundamental principles of chemistry; attended by 24 students.

(2) A course in qualitative analysis; attended by 14 students.

(3) A course in quantitative analysis; attended by 5 students.

(4) A course in organic chemistry; attended by 7 students.

(6) One student pursued a course in special research.

(7) A course in botany; 15 students.

(8, 9, and 10) In geology three courses were given, known as A, B, and C. Course A, in its nature elementary, was attended by 17 students. The instruction in this course was given in Cambridge and in the territory near the college. Course B was given in Massachusetts, Connecticut, and New York, and was attended by 19 students. Course C provides for the instruction of students who have been trained to the point where they may undertake field work somewhat independently, and was attended by 9 students.

(11 and 12) Two courses in physics were given; one elementary, answering approximately to the most elementary course in the college, was attended by 20 students, and a higher course in experimental physics, attended by 10 students.

(13 and 14) There were two courses in field engineering, intended to train students and teachers in the methods of topographic and railway surveying. These were attended by 8 students.

(15) A course in physical training, designed especially for those who intend to teach this subject or to act as supervisors of gymnasiums, was given in two sections, one known as the full course and the other as the course in practice. These courses were attended by the total of 83 students.

(16 and 17) Two courses in modern languages, viz, French and German, were given, the special object being to train instructors in the methods of instruction in those languages pursued in this university. These were attended by 12 students.

In addition to the above-named courses of instruction a series of classes held at the medical school in Boston especially designed to meet the needs of graduates in medicine, which were attended by 48 students.

The total number of persons pursuing summer courses maintained by the university in the year 1890 was 279. Excepting the classes in medicine, courses B and C in geology, and the courses in field engineering, all these classes were open to both men and women. Of the total about 90 were women. One hundred and fifty persons were engaged in teaching, their positions varying in grade from that of college president to assistants in the lower schools. Thirty-eight were students of

Harvard College or of the affiliated Lawrence Scientific School, who, with the exception of about half a dozen, pursued their studies for the results alone. Except in the course in geology and that in field engineering, the work done in the summer school could not be counted for any degree.

Originally the management of these schools was left altogether in the hands of the several instructors engaged in teaching. For the last four years the system has been under the charge of a committee of five appointed by the corporation of the university. This body maintains a general oversight of the schools, and provides from time to time for the institution of new experiments in this kind of teaching. The receipts of the schools were originally left in the hands of the instructors. Recently, however, an arrangement has been made whereby the corporation determines the salaries of the instructors and provides for the incidental expenses of the schools. The fees are thus paid directly into the university chest, and the classes are no longer speculative ventures on the part of the teachers giving the instruction.

The greater part of these schools are taught for the term of 6 weeks and on 6 days in each week, usually for at least 8 hours of the day. Care is taken as far as possible in the period of a long vacation to give the students in attendance on the summer schools all the advantages of the university. The museums, laboratories, libraries, and other means of instruction and exercise are all at the disposal of the summer students quite as freely as they are to those who attend in term time.

It is the hope of the committee on these courses each year to extend their range and effectiveness in such a manner that, as far as may be, they shall provide a suitable opportunity for teachers to be abreast of their work in every one of the common departments of instruction.

PROFESSIONAL AND SCIENTIFIC SCHOOLS AT THE UNIVERSITY OF VIRGINIA.

For many years there have been held summer sessions of schools at the University of Virginia, at Charlottesville.

The first started of these was that of law, which was instituted in 1870 with only 4 members, nor did the numbers much increase until 1875, when 34 were in attendance, after which the number rapidly increased, until, in 1878, there were 80 attending. From that time until now the size of the school has remained fairly constant. Ninety-seven were in attendance at the sessions of 1890–'91.

At the head of this school, now in the twenty-third year of its existence, is John B. Minor, professor of common and statute law in the University of Virginia, and author of several legal treatises. The duration of the course has averaged two months. During this short time it has been the effort not to give much positive instruction, which would obviously be impossible, but to teach the student how to study and to acquire a philosophic acquaintance with the salient elementary principles and doctrines of the law, "so as to enable him," says Prof. Minor, "to proceed with more satisfaction to himself and with more efficiency to employ the 'amiable secrets' with which, according to Coke, the science of jurisprudence abounds." The scheme of instruction includes an outline view of the rights relating to the person, to corporations, to real property, and to personal property, including contracts; the duties, powers, and rights of personal representations, including doctrines relating to legacies, and the settlement of fiduciary accounts, and the exposition of the modes of conducting actions in the courts of common law and of equity.

A summer school in chemistry has been held at the University of Virginia for the last ten or twelve years, with a small attendance of students, ranging from 3 or 4 to 10 or 12, annually. There has been no regularly prearranged course of study, the work of each man being arranged in accordance with his previous training and the objects he has in view, the limited number of students permitting of thoroughly personal teaching. There have been informal talks or lectures, with exercises on the blackboard or on paper in chemical calculation, but most of the time has been taken up with practical laboratory work. Prof. J. W. Mallet has charge of this work.

Besides these schools of law and chemistry, there have been held at Charlottesville summer classes in mathematics and engineering, medicine, and biology. Summer instruction in the first of these subjects has been given since 1878 for six weeks each summer. The average attendance has been from 8 to 10. The subjects taught have been: In mathematics, trigonometry, analytical geometry, calculus, differential equations, and theoretical mechanics; in engineering, land and engineering surveying, strength of materials, and bridge and roof construction. At the head of this school is Prof. Wm. M. Thornton.

The summer school of medicine has been but recently started, the first session being held in 1891. In connection with this school is to be given in the biological laboratory of the university a course upon normal histology and bacteriology. The teachers are the professors of the university, lecturing on the subjects they teach during the regular session, namely: Chemistry, Dr. J. W. Mallet; anatomy, W. B. Fowles; histology and bacteriology, A. H. Tuttle; physiology, Dr. W. G. Christian.

SUMMER CLASSES FOR TEACHERS AT CORNELL UNIVERSITY.

The trustees of Cornell University have issued the announcement that there is to be opened in the summer of 1892, a number of classes for teachers. The session is to last from July 7 to August 18, and there is to be given instruction in mathemathics, botany, chemistry, physics, philosophy, English, French, German, Greek, Latin, classical archæology, and physical training.

THE NATIONAL SUMMER SCHOOL OF METHODS.[1]

AT GLENS FALLS, N. Y.

This school is the union of several other schools, and the history can best be given in parts up to the time of union. Nine years ago Mr. Charles F. King, now master of the Dearborn School, Boston, Mass., formed the idea of organizing a school of methods. He associated with himself in the work Supt. Balliet, now of Springfield, Mass.; Prof. Walter S. Perry, now of Pratt Institute, Brooklyn, N. Y.; Walter S. Parker, now master of Everett School, Boston, Mass.; Prof. Payne, now of Vanderbilt University, Tennessee, and many other eminent educators. This was not the first summer school, but it was the first school of methods. Its meetings were held at Saratoga, N. Y. Its sessions were largely attended from the first, the students coming from many States and thus justifying the name, The National School of Methods. The school continued to grow in numbers and strength. Its work broadened and included academic work in some subjects as well as work in methods. When this school had been in operation

[1] Kindly furnished by Supt. Sherman Williams.

about four years another school was started at Round Lake, N. Y. It was not as large as the National School, but each school hurt the other in the matter of attendance, being so near together, and the two were united under the management of Mr. King. The first year the session was divided into two parts, two weeks at Saratoga and two weeks at Round Lake. This plan did not prove satisfactory, and thereafter the whole session was at Round Lake.

At the same time the National School was started at Saratoga a movement was made at Glens Falls that was not thought to be more than local and a temporary matter at that. At the suggestion of a few of the teachers of Warren County, N. Y., Supt. Ballard, of Jamaica, N. Y., and Supt. Williams, of Glens Falls, N. Y., met for one week such teachers as cared to come to the meetings for instruction in physical training and primary methods. No fee was charged; no public announcement was made. There were about 35 teachers present. At the close of the session they expressed a desire that there should be a session again the following year. This was arranged, and with Messrs. Ballard and Williams were associated Mrs. N. R. Baldwin, who had been a successful teacher at Quincy, Mass., under Col. Parker, and Miss Kate Raycroft, of Prince School, Boston. A small fee was charged, enough to pay these last two for their services; a few circulars were issued; the work was somewhat enlarged; Mr. Ballard kept the physical training as before; Mr. Williams had elementary science, Mrs. Baldwin primary work, Miss Raycroft grammar work. It was wholly work in methods. There were about 100 present at this session and a dozen or more counties of the State were represented. Those present asked to have the school continued and drawing and elocution added to the course. Now, for the first time it was recognized that the school was likely to continue for some years at least. Miss Swayze, of New York, was engaged to give instruction in elocution, and H. P. Smith, head drawing teacher of Brooklyn, N. Y., for drawing. Mr. Smith has been with the school from that time till now.

The following year the work of the school was greatly enlarged and many instructors of national reputation engaged. In the meantime a summer school had been organized at Niagara Falls, N. Y. After two sessions it was united with the school at Glens Falls.

This brought three schools—the Glens Falls Training School, the National School, and the Round Lake School—close together, practically occupying the same field—three schools where only one was needed. As has been stated, the National and Round Lake schools were united. The Glens Falls Training School had been run by Messrs. Ballard and Williams at a steady financial loss. At the end of the fifth year they announced their intention of discontinuing the school on account of the loss at which it was carried on. The leading professional and business men of the place formed an association to carry on the school and raised a fund to guarantee the school against all loss. They have contributed in this way about $1,500 up to this time. The school was continued another year, and at that time was consolidated with the school at Round Lake. This brought together in one school all the schools that had been organized in this section. The union is known as the National School of Methods. This is the history of the school.

The work has grown year by year. The best instructors obtainable are engaged. The instructors' salaries alone amount to more than $1,000 a week. The entire expense of a session amounts to about $6,000. More than 30 lecturers appear before the school each year. The work now includes both methods and academic work.

The work of last session was as follows:

PSYCHOLOGY AND PEDAGOGICS, BY DR. E. E. WHITE, OF CINCINNATI, OHIO (15 LECTURES).

Methods in subject-matter.

Arithmetic, Supt. G. I. Aldrich, Quincy, Mass., 8 lectures.
Geography, Principal Charles F. King, Boston, Mass., 10 lectures.
Language and grammar, Supt. I. Freeman Hall, Leominster, Mass., 10 lectures.
History, Prof. B. A. Hinsdale, University of Michigan, 5 lectures.
Elementary language, Miss Anna B. Badlam, Lewiston, Me., 10 lectures.
Primary work, Miss Sarah Arnold, Minneapolis, Minn., 20 lectures.
Elementary natural science, Prof. John F. Woodhull, New York, 5 lectures.
Kindergarten work, Miss Hart, Toronto, Canada, 10 lectures.
Natural history, Prof. Austin C. Apgar, Trenton, N. J., 5 lectures.
Lloyd work, Principal Gustaf Larsson, Boston, Mass., 5 lectures.
Physical training, Supt. W. J. Ballard, Jamaica, Long Island, 5 lectures.

Academy work (3½ weeks).

Modern and ancient languages, Prof. Otto H. L. Schwetsky, Oswego, N. Y.
Methods in drawing, H. P. Smith, Brooklyn, N. Y., assisted by Miss Bertha Hintz, Boston, Mass.; Prof. Henry T. Bailey, Massachusetts; N. L. Berry, superintendent of drawing, Lynn, Mass.
Botany and zoology, Prof. Austin C. Apgar, Trenton, N. J.
Form and drawing, Prof. Walter S. Perry, Brooklyn, N. Y., assisted by Mrs. Mary D. Hicks, Boston, Mass., and Miss Stella Skinner, Scranton, Pa.
Reading and elocution, Prof. L. A. Butterfield, Boston, Mass.
Penmanship, Prof. Lyman D. Smith, Hartford, Conn.
English literature and philology, Dr. Thomas Hume, University of North Carolina.
Homemade apparatus, Prof. John F. Woodhull, New York City.
Physics and chemistry, Prof. John F. Woodhull, New York City.
Physical training, Supt. W. J. Ballard, Jamaica, Long Island.

Lectures on supervision and normal training.

Dr. E. E. White, Cincinnati, Ohio.
Prof. B. A. Hinsdale, University of Michigan.
Prof. Austin C. Apgar, State Normal School, Trenton, N. J.
Supt. G. I. Aldrich, Quincy, Mass.
Miss Sarah L. Arnold, supervisor of primary schools, Minneapolis, Minn.
Miss Anna B. Badlam, principal Training School, Lewiston, Me.
Supt. S. T. Dutton, Brookline, Mass.
Supt. A. P. Marble, Worcester, Mass.
Dr. E. A. Sheldon, State Normal School, Oswego, N. Y.
Prof. Charles F. Carroll, New Britain, Conn.
Principal James M. Sawin, Providence, R. I.

The school was attended at the last session by nearly 500 students, coming from 34 different States. Students came from all grades of schools—from the little country wayside school, from the graded schools, from academies, from primary, grammar, and high schools, from normal schools and colleges, from public and private schools, and from parochial schools. All classes of teachers attended—those who were yet to get their experience, those who had taught all the way up to forty-nine years, those who were grade-room teachers, principals of departments, principals of schools, village and city superintendents. There were a large number of supervisory teachers in attendance. This commingling of teachers of all grades and from all sections of the country has of itself proved to be of great value.

Other schools which have held summer sessions are: The Wisconsin Summer School, at Madison, Wis.; Campbell University Summer School, Holton, Kans.; Flint Normal College Summer School, at Flint, Mich.;

Asbury Park Seaside School of Pedagogy; Niantic School for Teachers; Sweet Springs School, Missouri; Morehead City School, North Carolina; Summer School at Ann Arbor, Mich.; School for Popular and Normal Study, New London, N. H.; Western Normal Music School, Highland Park, Ill.; Indiana School of Methods, Indiana, Pa.; the Seaside Assembly, Avon-by-the-Sea, N. J.; Deerfield Summer School of History and Romance; Indiana University Summer School, Bloomington, Ind.; Seaside Summer Normal Institute, Corpus Christi, Tex.; Lake Minnetonka Summer School, Excelsior, Minn.; Blackboard School, Cedar Falls, Iowa; Springfield Summer School, Springfield, Mass.; Summer Schools of Dartmouth College; Normal and Business College, Fremont, Nebr.; Kindergarten, Mountain Lake Park, W. Va.

Concerning very few of these schools has the Bureau been able to obtain information. Many of them are now undoubtedly not in existence.

The Wisconsin Summer School for Teachers was opened for the first time in the summer of 1887. Its purpose was to improve the methods of instruction in the high schools of the State, especially in the branches of natural science. The Wisconsin Teachers' Association had been interested in the movement, the privilege of using the lecture rooms and laboratories of the University of Wisconsin had been secured, and the cooperation of the State superintendent and of the board of regents of normal schools had been promised. Aside from these aids the movement was essentially a private enterprise. At the first session classes were formed in psychology, pedagogy, physics, geography, physiology, botany, chemistry, and Latin. All but one of those engaged in the work of instruction were professors in the university. The attendance at this session reached 40, all except 4 of whom came from Wisconsin. The year following Latin was dropped from the list of studies and zoology added, but it was not found practicable to give to the school the enlargement desired by its managers, for the lack of funds for its support. In 1889 a small appropriation for it was secured from the legislature, which rendered possible an expansion of the course of studies and more extensive advertising. From this time its growth has been steady year by year. In 1891 the enrollment rose to 151; instruction was given in 10 different departments, and 28 classes, and there were 33 students in attendance from without the State. The school has been from the beginning designed especially for high-school teachers, and its enrollment has been almost wholly of that class of teachers. There have been also teachers from normal schools and colleges, with a few from grammar grades. A few students have attended every year since the opening of the school, and these have usually devoted themselves to continuous work in one of the laboratories. The number who attend for more than one year is increasing, and indicates the possibility of the development of a continuous and somewhat extended course of study by means of this summer school.

The Campbell University, Holton, Kans., has held summer sessions during the last four years for the instruction of teachers. The president is E. J. Hoenshel.

The Flint Normal College, Flint, Mich., has held a summer review term of ten weeks since 1888. At the session of 1890 85 students and teachers were in attendance.

The Asbury Park Seaside School of Pedagogy was opened in 1887 with a corps of 24 teachers. The attendance the first year was large, but declined the following years, and the school is not now in existence.

The Niantic School for Teachers was started in 1888, with the sup-

port of the State of Connecticut. There were no tuition fees for teachers, and, as a result, there was a large attendance, 250 or more. In 1887 the attendance was less, and in 1890 no session was held.

The Seaside Assembly, Avon-by-the-Sea, N. J., has held 8 sessions, and is at present in a flourishing condition. At the last session instruction was given in the following departments: Biology, lectures and laboratory practice, mathematics, political science, languages, Bible study and Sunday-school work, Christian philosophy, American literature, Delsartean system of physical culture, elocution and oratory, kindergarten, art, writing, and music.

The Seaside Summer Normal Institute at Corpus Christi, Tex., held its first session in 1891. At its head is Mr. J. E. Rodgers who has conducted various similar summer institutes in the State at Waco and Marshall.

The Lake Minnetonka Summer School, Excelsior, Minn., has held 5 sessions, and with a very considerable attendance, more than 300 in 1890. The work of the school is planned with especial reference to the needs of teachers. Instruction at the last session embraced the following subjects: Psychology and pedagogics (20 lectures) methods of teaching, English literature, rhetoric and elocution, Latin, civics, physiology, history, arithmetic, mathematics, physics, botany, chemistry, drawing, commercial law and bookkeeping, music, and synthetic reading.

PART III.

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STATISTICS OF CITY

TABLE 1.—*Statistics of population, private schools, and public school enrollment, in*

	City	Total population 1891 a	School census age	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
						Male.	Female.	Total
	1	2	3	4	5	6	7	8
	ALABAMA							
1	Birmingham	32,400	7-21	10,750	600	2,207	2,636	4,843
2	Huntsville	8,330	7-21	1,886	.....	.....	.....	954
3	Montgomery	22,500	7-21	4,513	300	(2,238)		2,238
	ARKANSAS.							
4	Fort Smith	12,460	6-21	3,650	300	1,020	1,220	2,250
5	Hot Springs	8,450	6-20	2,670	70	*804	*901	*1,705
6	Little Rock	27,700	6-21	8,737	925	2,051	2,415	4,466
	CALIFORNIA.							
7	Fresno	13,580	5-17	1,717	250	858	916	1,774
8	Los Angeles	58,000	5-17	11,830	1,603	4,813	4,966	9,779
9	Oakland*	50,400	5-17	12,194	2,132	5,398	4,785	10,183
10	Sacramento	29,840	5-17	5,135	500	1,933	2,169	4,102
11	San Diego	19,400	5-17	2,820	*350	1,516	1,559	3,075
12	San Francisco	306,900	5-17	63,933	8,456	20,491	21,310	41,791
13	San Jose	18,730	5-17	5,521	496	2,147	1,999	4,146
14	Stockton	14,920	5-17	3,120	467	1,197	1,415	2,612
	COLORADO							
15	Colorado Springs	12,275	6-21	2,179	112	990	1,005	1,995
	Denver							
16	District No. 1	119,100	6-21	13,065	.....	4,867	4,685	9,552
17	District No. 2		6-21	7,011	400	2,332	2,458	4,790
18	District No. 17		6-21	5,799	200	1,165	1,668	2,833
	Pueblo							
19	District No. 1	27,500	6-21	3,630	.....	980	990	1,970
20	District No. 2		6-21	2,915	150	901	890	1,791
	CONNECTICUT							
21	Ansonia	10,945	4-16	2,306	74	(2,170)		2,170
22	Bridgeport	61,760	4-16	12,906	1,875	4,177	4,196	8,373
23	Danbury*	17,140	4-16	3,500	500	(3,000)		3,000
24	Hartford	54,560	4-16	10,407	*2,200	(8,136)		8,136
25	Meriden	22,380	4-16	6,168	1,200	(4,709)		4,709
26	Middletown*	9,260	4-16	1,719	600	(1,208)		1,208
27	New Britain	19,930	4-16	3,194	1,576	(2,550)		2,550
28	New Haven	82,400	4-16	18,677	1,979	(15,496)		15,496
29	New London	14,120	5-16	2,488	132	1,236	1,165	2,401
30	Norwalk	18,170	4-16	3,608	568	(2,948)		2,948
31	Norwich*	16,270	4-16	1,520	400	(1,097)		1,097
32	Stamford*	16,220	4-16	3,434	549	(2,321)		2,321
33	Waterbury	30,000	4-16	8,221	1,100	2,931	2,531	5,462
34	Willimantic	8,880	.....	.....	.....	.....	.....	.....
	DELAWARE.							
35	Wilmington	63,100	6-21	.....	.....	(9,463)		9,463
	DISTRICT OF COLUMBIA.							
	Washington:							
36	First six divisions	241,000	.....	.....	*8,000	(27,398)		27,398
37	Seventh and eighth divisions		6-17		500	5,223	7,057	12,280

*Statistics of 1890-'91.

a Estimate based upon the annual rate of increase or decrease from 1880 to 1890.

SCHOOL SYSTEMS.

attendance, supervising officers, teachers, and accommodations in cities of over 8,000 itants.

Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
9	10	11	12	13	14	15	16	17	18	19	20	
178	523,854	2,943	3	1	4	10	72	82	8	3,649	12	1
180	36,000	225				(9)		9				2
166						3	37	[illegible]	6	2,000	12	3
171	*228,000	*1,400	1	0	1	7	42	49	8	2,400	12	4
159	*183,300	*1,042	1	0	1	*5	*14	*19	5	1,047	11	5
176	522,491	2,969	1	0	1	7	56	63	13	3,696	12	6
178.5	200,722	1,125	2	0	2	5	28	33	4	1,200	13	7
173	1,297,673	7,501	4	2	6	[illegible]	195	205	33	6,642	13	8
207	1,346,140	6,497	11	2	13	[illegible]	152	162	15		13	9
187	573,155	3,065	1	5	6	3	97	100	14	4,256	12	10
183	397,680	2,030	1	0	1	3	67	70	13	2,748	12	11
208	6,379,527	30,750	16	37	53	51	747	798	81	29,779	12	12
180	555,744	2,727	1	0	1	11	72	83	13	2,794	13	13
196	344,258	1,756.4	1	[illegible]	2	10	38	48	9	2,798	13	14
180	264,669	1,393.1	2	1	3	1	39	40	8	1,425		15
190	1,217,140	6,406	5	1	6	17	151	168	17	8,005	12	16
192	569,190	3,127	10	3	13	2	76	79	11	4,000	12	17
184	391,338	2,072	4	1	5	3	47	50	6	2,062	12	18
178	220,171	1,232	2	1	3	5	43	48	7	1,600	12	19
180	227,810	1,199	3	2	5	2	41	43	11	1,631	12	20
193	b 309,644	1,566				3	38	41	6	2,109		21
180.5	1,138,332.6	5,956.9	5	1	6	2	159	161	23	7,855	13	22
192	b 380 928	*1 984	1	1	2	2	45	47	6	2,500	12	23
197.9	1,012,705.9	5,389.0				32	176	[illegible]	18	7,730	14	24
192	561,288	2,936.3				10	82	92	16	*4,000		25
196	b 152,000	800	1	1	2	2	21	23	3	1,075	12	26
186	234,614	1 799	1	0	1	4	49	53	10	2,625	12	27
200	2,199,800	10'999	*11	*7	*18	(338)		338	41	13,433	14	28
180	317,520	1'680	1	2	3	2	47	49	6	2,251	8	29
194	341,246	1'759	*0	*0	*0	9	46	55	12	2,615		30
191	159,182	*802	1	0	1	2	27	29	6	1,215	9	31
		1,590				9	52	61	19			32
196	675,034	3,444	4	1	5	5	102	107	14		12	33
												34
196	1,321,320	6,776	1	0	1	6	187	193	27	9,232	11	35
	53,728,343	20,374	(24)		24	(577)		577	77	b 27,000		36
182	1,760,282.6	9,292	6	2	8	29	215	244	24	9,642	12	37

b Estimated

TABLE 1.—*Statistics of population, private schools, and public*

	City.	Total population 1891, a	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different p enrolled in public schools.	
						Male.	Female.
	1	2	3	4	5	6	7
	FLORIDA.						
38	Key West	19,200	6-21	5,875	550	948	981
39	Pensacola	12,120	6-21	3,366	500	787	777
	GEORGIA.						
40	Athens	8,940	6-18	...	150	700	600
41	Atlanta*	69,300	6-18	18,000	1,500	4,257	4,968
42	Brunswick	9,420	6-18	2,500	250	(1,081)	
43	Columbus	18,250	6-18	4,200	300	(2,252)	
44	Macon	34,100	6-18	4,576	300	1,248	1,246
45	Savannah	44,700	6-18	13,166	600	3,419	3,561
	ILLINOIS.						
46	Aurora*	20,700	6-21	4,456	601	1,2	1,251
47	Belleville	15,930	6-21	5,160	1,120	1,329	1,309
48	Bloomington	20,800	6-21	7,436	800	1,578	1,524
49	Cairo	10,470	6-21	3,406	623	797	915
50	Chicago	1,189,260	6-21	329,796	62,985	77,707	80,036
51	Danville	11,950	6-21	2,978	395	1,335	1,300
52	Decatur	17,820	6-21	5,803	300	1,633	1,726
53	East St. Louis	15,950	6-21	3,955	700	1,047	1,061
54	Elgin	19,100	6-21	5,402	650	1,631	1,623
55	Freeport	10,375	6-21	3,252	600	925	905
56	Galesburg*	15,710	6-21	4,891	500	1,293	1,243
57	Jacksonville*	13,150	6-21	3,700	1,200	945	1,145
58	Kankakee	9,450	6-21	2,345	750	626	626
59	Lasalle	10,080	...	...	...	452	485
60	Moline	12,530	6-21	3,923	*300	(2,374)	
61	Ottawa	10,230	6-21	3,360	413	961	833
62	Peoria*	42,400	6-21	12,825	1,793	3,543	3,686
63	Quincy	32,000	6-21	10,177	2,300	2,171	2,241
64	Rock Island	14,140	6-21	4,787	872	1,198	1,323
65	Rockford	24,400	6-21	7,043	615	2,140	2,267
66	Springfield	25,560	6-21	8,459	1,200	2,046	2,051
	INDIANA.						
67	Elkhart*	11,930	6-21	3,093	200	1,082	1,154
68	Evansville	53,600	6-21	15,466	1,690	3,471	3,423
69	Fort Wayne	36,400	6-21	12,677	4,200	2,412	2,605
70	Indianapolis*	109,050	6-21	33,945	...	(17,074)	
71	Jeffersonville	10,800	6-21	4,651	300	1,034	1,089
72	Kokomo	8,870	6-21	3,066	100	1,016	1,001
73	La Fayette*	16,390	6-21	7,028	800	1,564	1,677
74	Logansport	13,560	6-21	5,435	750	1,093	1,126
75	Marion	9,710	6-21	3,647	30	1,178	1,219
76	Michigan City	11,220	6-21	3,733	800	627	669
77	Muncie	12,270	6-21	3,891	200	1,175	1,270
78	New Albany	21,600	6-21	7,865	800	1,659	1,767
79	Richmond	17,050	6-21	6,917	800	1,363	1,466
80	South Bend*	22,900	6-21	7,254	2,016	1,230	2,053
81	Terre Haute	30,070	6-21	14,122	800	2,766	2,859
82	Vincennes*	8,960	6-21	2,998	600	619	666
	IOWA.						
83	Burlington	23,480	...	...	**2,000	1,929	2,080
84	Cedar Rapids	19,090	5-21	5,752	500	2,049	2,193
85	Clinton	14,190	...	...	900	1,372	1,391
86	Council Bluffs	21,830	...	...	800	1,856	1,906
87	Davenport	27,120	5-21	9,946	1,200	2,503	2,411
88	Des Moines— East Side	54,300	5-21	5,125	300	1,742	1,992
	West Side		...	...	...	1,925	2,308

*Statistics of 1890-'91.

a Estimate based upon the annual rate of increase or decrease from 1880 to 1890.

enrollment, *attendance, supervising officers, teachers, etc.*—Continued.

Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Mal	Female.	Total.				
9	10	11	12	13	14	15	16	17	18	19	20	
*183	*149,328	*816	.....	.....	.....	10	22	32	11	.....	.....	38
160	170,400	1,065	1	0	1	9	20	29	11	1,800	10	39
175	*145,445	*943	1	0	1	4	24	28	4	1,300	10	40
196	1,708,980	8,764	3	0	3	11	154	165	19	8,050	12	41
170	.....	.....	1	4	5	0	23	23	4	1,500	11	42
198	396,000	2,000	1	2	3	4	44	48	7	2,400	10	43
179	346,902	1,938	1	1	2	5	37	42	10	2,000	9	44
182	930,202	5,111	3	0	3	*26	*101	*127	.....	.....	10	45
192	356,447	1,837.5	2	3	5	4	48	52	7	2,400	12	46
199	432,434	2,173	2	0	2	13	41	54	6	2,700	11	47
176	449,504	2,554	0	8	8	3	68	71	11	28	12	48
178	231,848	1,302.5	1	0	1	2	29	31	9	1,493	12	49
192	22,587,977	117,593	102	97	199	118	2,988	3,106	314	141,241	12	50
180	366,936	1,957	1	0	1	9	48	57	7	2,700	12	51
202	467,838	2,579.1	1	2	3	4	51	55	8	2,981	11	52
188	226,767	1,122	1	0	1	9	31	40	4	1,621	12	53
197	468,086	2,432	1	3	4	2	75	77	13	*2,640	12	54
177	289,885.5	1,394.7	1	0	1	3	36	39	7	1,692	12	55
177	330.813	1,869	*3	*1	*4	.....	.....	.....	8	*2,500	11	56
193	303,389	1,715	1	0	1	3	39	42	7	2,100	12	57
192	171,127	886.6	1	0	1	2	26	28	4	1,344	12	58
*176	131,124	683	3	0	3	3	20	23	5	1,100	12	59
196	b324,896	1,839.7	5	1	6	(51)		51	6	*2,200	12	60
190	254,183	1,296	1	0	1	3	33	36	7	1,500	8	61
196	964,085	5,248	8	4	12	5	134	139	13	6,856	12	62
177	591,332	3,017.4	3	1	4	1	68	69	11	3,648	12	63
188	359,893	2,033.3	3	1	4	4	51	55	9	2,400	12	64
186	605,360	3,220	1	0	1	4	87	91	14	3,050	12	65
	617,166	3,318.1	2	1	3	10	89	99	12	3,900	12	66
180	310,625	1,725	1	0	1	4	40	44	8	2,200	12	67
191.5	1,031,036	5,384	8	13	21	8	143	151	17	7,000	12	68
192	629,376	3,278	5	9	14	6	111	117	15	5,307	12	69
181	2,285,023.5	12,624.4	5	6	11	17	303	320	37	.....	12	70
178	318,442	1,789	3	0	3	8	35	43	4	.....	12	71
175	233,694	1,349	1	0	1	7	24	31	5	1,652	12	72
185	363,595	1,967	3	4	7	6	47	53	8	2,500	12	73
178	*281,746	*1,574	1	0	1	5	39	44	7	2,000	12	74
176	292,635	1,663	1	0	1	8	35	43	10	1,845	12	75
173	173,313.5	1,004	1	1	2	3	23	26	5	1,205	12	76
184	292,744	1,591	1	1	2	5	41	46	9	2,229	12	77
178	477,352	2,603.1	1	0	1	11	52	63	12	3,300	12	78
180	409,680	2,276	3	1	4	4	57	61	9	2,700	c12	79
178	445,000	2,500	1	0	1	5	57	62	10	2,500	12	80
191	779,127.2	4,079.2	1	2	3	18	110	128	18	6,004	12	81
200	156,267	805.5	1	1	2	.....	.....	.....	4	1,100	12	82
193	634,734	3,290	3	2	5	15	75	90	12	4,120	13	83
177	594,000	3,300	1	1	2	0	91	91	14	3,800	13½	84
185	379,990	2,054	1	3	4	3	62	65	10	*2,800	13	85
182	506,923	2,770	1	5	6	3	87	90	18	3,959	12	86
192	698,737.9	3,639.3	8	2	10	3	96	99	10	*4,286	13	87
176	453,597.5	2,577.3	1	1	2	2	74	76	10	3,238	13	88
176	529,204	3,016.7	3	9	12	4	105	109	12	3,873	12	89

b Estimated.

c Not including the kindergarten.

TABLE 1.—*Statistics of population, private schools, and public school*

	City	Total population 1891 a	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools	Number of different pupils enrolled in public day schools.		
						Male.	Female.	Total
	1	2	3	4	5	6	7	8
	IOWA—continued.							
90	Dubuque	31,200	5-21	11,386	2,500	2,448	2,483	4,931
91	Fort Madison*	8,320	5-21	2,500	.....	(1,240)		1,240
92	Keokuk	14,320	5-21	4,929	100	1,173	1,199	2,371
93	Marshalltown	9,240	5-21	2,679	60	982	1,038	2,020
94	Muscatine	11,830	5-21	3,688	200	1,054	1,107	2,161
95	Ottumwa	14,630	5-21	4,392	175	(3,344)		3,344
96	Sioux City	44,500	5-21	10,274	800	2,860	2,898	5,758
	KANSAS.							
97	Arkansas City*	10,310	5-21	2,070	30	946	1,018	1,964
98	Atchison	13,840	5-21	4,321	920	1,045	1,109	2,154
99	Fort Scott	12,970	5-21	4,237	*0	(2,682)		2,682
100	Hutchinson	10,010	5-21	2,494	.....	927	1,102	2,029
101	Kansas City	49,100	..	1,198	500	2,586	2,771	5,239
102	Lawrence	10,160	5-21	3,559	300	1,211	1,325	2,536
103	Leavenworth	20,100	5-21	6,716	,024	1,564	1,695	3,259
104	Topeka	33,300	5-21	11,211	.....	(5,973)		5,973
105	Wichita	27,900	5-21	7 234	400	2,144	2,276	4,420
	KENTUCKY							
106	Covington	38,200	6-21	13,454	3,000	(3,872)		3,872
107	Henderson*	9,290	6-21	2,700	300	724	776	1,500
108	Lexington	22,125	6-20	9,120	*471	(3,272)		3,272
109	Louisville	165,400	6-20	71,970	.....	11,386	12,377	23,763
110	Newport*	25,400	6-20	7,773	1,000	1,531	1,539	3,070
111	Owensboro	10,300	6-20	2,879	270	823	867	1,690
112	Paducah*	13,410	6-20	5,306	250	1,002	1,180	2,182
	LOUISIANA.							
113	New Orleans	344,800	.....	.....	*16,610	11,059	12,050	23,109
114	Shreveport*	12,470	6-18	4,011	359	807	840	1,647
	MAINE.							
115	Auburn	11,440	4-21	3,236	175	(1,975)		1,975
116	Augusta	10,735	4-21	2,903	*80	b(2,046)		b2,046
117	Bangor	19,300	5-21	5,224	300	1,450	1,571	3,021
118	Bath	8,810	4-21	2,886	30	852	821	1,673
119	Biddeford	14,640	4-21	4,597	800	886	1,009	1,895
120	Lewiston	22,000	4-21	8,258	1,600	1,623	1,220	2,843
121	Portland	36,700	4-21	12,013	*1,200	3,526	2,657	6,183
122	Rockland	8,230	4-21	2,189	.....	(1,350)		1,350
	MARYLAND.							
123	Baltimore	446,200	6-21	110,731	16,000	33,200	34,410	67,610
124	Frederick	8,150	.....	.....	.....	532	523	1,055
125	Hagerstown*	10,560	.....	.....	400	748	898	1,646
	MASSACHUSETTS.							
126	Adams	9,690	5-15	1,750	25	(1,837)		1,837
127	Amesbury	10,610	5-15	1,633	42	(1,191)		1,191
128	Beverly*	11,690	5-15	1,752	40	(1,814)		1,814
129	Boston	458,000	5-15	73,176	10,000	36,544	34,009	70,553
130	Brockton*	29,270	5-15	4,284	508	(4,760)		4,760
131	Brookline	12,600	5-15	2,077	*100	1,063	1,117	2,180
132	Cambridge	72,030	5-15	12,160	2,1 7	(12,468)		12,468
133	Chelsea	28,600	5-15	4,445	947	2,502	2,491	4,993
134	Chicopee*	14,360	5-15	2,544	700	(1,781)		1,781
135	Clinton	10,700	5-15	2,082	341	930	739	1,669

* Statistics of 1890–'91.
a Estimate based upon the annual rate of increase or decrease from 1880 to 1890.

enrollment, attendance, supervising officers, teachers, etc.—Continued.

Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male	Female.	Total.				
9	10	11	12	13	14	15	16	17	18	19	20	
196	718,732	3,667	*4	*8	*12	9	90	99	13	4,922	12	90
180	183,600	1,020				(24)		24				91
176	316,272	1,797	2	0	2	7	45	52	8	2,314	12	92
176	273,222.4	1,489.9	1	2	3	2	53	55	7	1,780	12	93
182	292,524.5	1,607.7	1	0	1	4	45	49	8	2,000	12	94
186	430,962	2,317	2	0	2	0	60	60	7	2,500	12	95
178	645,166	3,624.5	2	6	8	2	128	130	31	5,568	12	96
176	246,241.6	1,399.1	1	0	1	2	34	36	6		12	97
176	290,922	1,654	1	1	2	5	41	46	7	2,416	12	98
b160	307,040	1,919	*1	*0	*1	(47)		47	8	*2,400	11	99
175	254,730	1,455.6	1	0	1	4	33	37	7	1,800	11	100
110	439,700	3,998	1	0	1	22	88	110	18	5,509	12	101
168	353,918	2,062	1	0	1	4	37	41	10	2,159	11	102
180	443,016	2,461.2	2	3	5	4	47	51	10	2,353	12	103
180	1,003,500	5,575	1	0	1	(115)		115	22	*6,300	12	104
175	425,650	2,438	11	2	13	11	90	101	18	5,326		105
285	817,950	2,870	1	2	3	8	78	86	6	3,500	12	106
195			1	0	1	3	31	34	5	1,600	12	107
*190	*689,980	*3,642	*1	*0	*1	(65)		65	*7		12	108
201	3,381,825	16,825	19	10	29	10	424	434	36		10	109
200	508,400	2,542							6	3,014	8	110
180	231,525	1,286	1	0	1	4	28	32	5	1,800	10	111
190	267,739	1,456	6	1	7	8	25	33	7	1,806	11	112
187	3,153,942	16,866	*1	*2	*3	19	461	480	50	12,000	11	113
200	189,400	947	1	0	1	15	16	31	15	1,700	8	114
175	287,875	1,645	1	0	1	2	52	54	33	2,000	13	115
150/180	b214,996	1,226	*3	*0	*3	4	49	53	27	*1,900	14	116
180	500,220	2,779	2	3	5	4	90	94	37	2,700	13	117
180	248,040	1,378	1	0	1	2	41	43	15	2,100	12	118
170	211,518	1,256	1	0	1	8	36	44	22	2,147	14	119
180	354,240	1,968	3	2	5	5	68	73	25	3,250	13	120
*185	c845,265	4,569	2	2	4	9	133	142	19	6,569	13	121
160			1	1	2	4	29	33	11	1,400	14	122
203	8,905,407	43,869	4	21	25	125	1,234	1,359	108	62,000		123
168	391,776	2,332	0	0	0	5	13	18	6	1,200	13	124
151	180,445	1,195	1	0	1	7	29	36	7	1,700	9	125
150/195		1,301	1	1	2	4	35	39	9	2,000	13	126
195	177,645	911				1	29	30				127
200	287,800	1,439	0	0	0	2	39	41	10	1,850	11	128
		54,452				(1,416)		1,416	194		13	129
200	714,800	3,574	1	0	1	(97)		97	26			130
			5	8	13	4	58	62	13		13	131
200	1,931,800	9,659	3	1	4	21	251	272	36		13	132
200	776,000	3,499	7	5	12	8	91	99	12	4,886	13	133
192	229,824	1,197	2	1	3	(35)		35	6			134
193	242,022	1,254	1	0	1	2	32	34	11	1,928	13	135

b Approximately. *c* Estimated.

TABLE 1.—*Statistics of population, private schools, and public school*

	City	Total population 1891. a	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
						Male	Female.	Total
	1	2	3	4	5	6	7	8
	MASSACHUSETTS—continued.							
136	Everett*	12,210	5-15	2,173	15	(2,812)		2,812
137	Fall River	77,600	5-15	15,680	3,500	6,367	5,818	12,185
138	Fitchburg	23,330	5-15	4,238	800	2,172	2,038	4,210
139	Framingham	9,610	.....	.....	*140	1,092	1,027	2,119
140	Gloucester	25,200	5-15	3,599	375	2,076	2,137	4,213
141	Haverhill*	28,500	5-15	4,397	1,050	(3,779)		3,779
142	Holyoke*	37,400	5-15	7,144	2,808	2,357	2,247	4,604
143	Hyde Park	10,570	5-15	1,901	624	909	910	1,819
*144	Lawrence	45,240	5-15	8,776	*2,000	*(6,411)		*6,411
145	Lowell	79,800	5-15	12,556	4,000	6,070	5,733	11,803
146	Lynn	57,870	5-15	*8,356	*700	*4,418	*4,488	*8,906
147	Malden	24,600	5-15	4,306	750	2,041	2,096	4,137
148	Marlborough	14,240	5-15	2,258	300	1,340	1,258	2,598
149	Medford*	11,510	5-15	.....	35	1,144	1,156	2,300
150	Melrose*	9,070	5-15	1,447	0	(1,668)		1,668
151	Natick	9,186	5-15	*1,630	*20	*(1,068)		*1,068
152	New Bedford	42,460	5-15	8,605	2,300	(6,393)		6,393
153	Newburyport	13,990	5-15	2,502	660	(1,881)		1,881
154	Newton	25,300	5-15	4,570	*277	2,266	2,282	4,548
155	North Adams	16,820	5-15	3,224	800	1,237	1,245	2,482
156	Northampton	15,300	5-15	2,630	450	(2,345)		2,345
157	Peabody	10,280	8-15	1,772	40	(2,075)		2,075
158	Pittsfield*	17,730	5-15	3,418	150	1,867	1,854	3,721
159	Quincy*	17,510	5-15	4,045	60	(3,649)		3,649
160	Salem	31,140	5-15	5,120	1,527	2,513	1,718	4,231
161	Somerville	42,100	5-15	7,191	671	4,476	4,034	8,510
162	Springfield	45,400	5-15	8,002	2,000	3,731	3,239	6,970
163	Taunton	25,900	8-14	2,592	550	2,122	2,029	4,151
164	Waltham	19,600	5-14	2,982	919	(2,397)		2,397
165	Weymouth	10,895	5-15	1,744	12	1,038	1,089	2,127
166	Woburn	13,790	8-14	1,574	325	(2,561)		2,561
167	Worcester	87,900	5-15	15,484	2,500	7,905	7,381	15,346
	MICHIGAN							
168	Adrian	8,850	5-21	2,594	350	747	775	1,522
169	Alpena	11,990	5-20	4,233	1,000	845	928	1,773
170	Ann Arbor	9,580	5-20	3,073	300	1,121	1,034	2,155
1*1	Battle Creek	14,040	5-20	3,443	325	1,164	1,229	2,393
172	Bay City	28,700	5-20	9,540	2,000	2,018	2,370	4,388
173	Detroit*	218,000	5-21	80,500	12,477	13,254	11,833	25,087
174	Flint	9,960	5-20	2,733	200	882	977	1,859
175	Grand Rapids	64,200	5-20	22,163	3,454	(13,187)		13,187
176	Iron Mountain	10,660	6-20	2,129	.....	(2,129)		2,129
177	Ironwood*	9,500	5-20	1,508	.....	(1,121)		1,121
178	Ishpeming	11,910	5-20	3,308	.....	(1,835)		1,835
179	Jackson.							
	District No. 1	21,300	5-20	2,948	450	1,024	1,089	2,113
180	District No. 17		5-21	2,950	1,000	854	920	1,774
181	Kalamazoo	18,300	5-20	5,602	640	1,605	1,703	3,308
182	Lansing	13,710	5-20	4,296	300	1,437	1,548	2,985
183	Manistee	13,620	5-20	3,791	800	1,082	1,102	2,184
184	Marquette	9,720	.....	.....	350	803	794	1,597
185	Menominee	11,730	5-21	2,769	250	958	964	1,922
186	Muskegon	24,350	5-20	7,725	750	2,322	2,529	4,851
187	Port Huron	14,130	5-20	6,932	700	1,301	1,293	2,593
	Saginaw							
188	East Saginaw*	48,400	5-20	9,333	...	2,412	2,400	4,812
189	West Saginaw*		5-20	6,200	...	(3,217)		3,217
190	West Bay City	13,930	5-20	4,333	800	1,406	1,362	2,768

* Statistics of 1890-'91.
a Estimate based upon the annual rate of increase or decrease from 1880 to 1890.
b The high school was in session 185 days. c Estimated.

ment, attendance, supervising officers, teachers, etc.—Continued.

	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
	10	11	12	13	14	15	16	17	18	19	20	
	358,800	1,794	4	0	4	5	46	51	7	2,300	13	136
	1,605,200	8,026	1	2	3	15	231	246	43	10,789	13	137
	553,870	2,885	2	1	3	6	83	89	22	3,800	13	138
	283,500	1,573.2	------	------	------	(48)		48	18	------	------	139
	691,133	3,581	4	1	5	2	104	106	22	4,809	13	140
	515,850	2,715	------	------	------	5	92	97	------	------	------	141
.5	600,624	3,104	7	2	9	4	90	94	15	4,315	13	142
	c259,400	*1,297	0	0	0	7	36	43	6	2,050	12	143
	983,800	4,919	*3	*2	*5	*5	*110	*115	*20	*6,000	13	144
	1,406,976	7,328	4	3	7	14	196	210	48	10,572	13	145
	1,334,706	6,988	1	0	1	15	176	191	41	*8,300	13	146
	602,223	3,153	1	3	4	6	95	101	15	4,508	13	147
	295,178	1,697	1	1	2	2	52	54	9	2,584	13	148
	346,395	1,731.3	1	0	1	7	38	45	14	2,500	12	149
	260,004	1,383	1	0	1	2	33	35	------	------	------	150
≷	*318,017	1,592	4	0	4	3	43	46	12	------	13	151
	890,597.6	4,520.8	7	4	11	8	141	149	22	6,090	13	152
	276,978	1,378	1	0	1	5	35	40	13	1,755	13	153
	------	*3,591.9	1	0	1	16	95	111	24	4,975	13	154
	299,520	1,664	1	3	4	4	52	56	11	2,500	d14	155
	351,020	1,842	1	2	3	4	69	73	21	2,900	13	156
	336,200	1,677.4	0	0	0	4	45	49	9	2,000	14	157
	500,565	2,567	3	1	4	5	77	82	24	3,700	13	158
	546,600	2,733	1	3	4	6	68	74	8	------	------	159
	------	3,204	1	0	1	9	98	107	16	4,749	13	160
	1,187,745	6,091	2	3	5	11	163	174	23	8,083	13	161
	993,465.6	5,174.3	6	5	11	10	156	166	31	6,049	13	162
	628,140	3,293	1	0	1	10	101	111	30	4,645	13	163
	367,488	1,914	3	2	5	4	63	67	13	2,896	13	164
	326,688	1,701.5	2	0	2	9	47	56	20	2,550	13	165
	368,745	1,891	1	0	1	5	51	56	14	2,600	13	166
	1,996,973	11,033	1	0	1	*29	*294	*323	58	18,916	14	167
	202,282	1,063	1	2	3	3	29	32	5	1,750	12	168
	230,407.5	1,252	1	1	2	3	29	32	7	1,449	12	169
	334,025	1,740	1	0	1	9	40	49	7	f1,539	12	170
	357,614	1,829.3	1	2	3	2	53	55	8	2,319	12	171
	c619,442	3,193	*2	*1	*3	(94)		94	8	4,156	12	172
	3,606,596	18,401.5	16	35	51	21	508	529	52	24,258	12	173
.5	286,347.5	1,487	1	1	2	1	39	40	7	1,801	12	174
	1,844,959	10,060	3	5	8	5	284	289	87	13,310	12	175
	205,140.5	1,070.2	1	0	1	0	26	26	4	1,200	12	176
	146,600	733	1	0	1	0	16	16	------	------	------	177
	------	------	------	------	------	1	24	25	------	------	------	178
	298,350	1,530	1	2	3	2	41	43	8	1,750	12	179
	208,800	1,160	1	0	1	0	31	31	7	1,400	12	180
	512,684	2,712	1	2	3	1	67	68	10	2,900	12	181
	318,963	2,011	*2	*1	*3	*4	*45	*49	11	2,378	12	182
	330,425	1,652.2	1	0	1	6	52	58	6	2,247	12	183
.5	219,469	1,151	0	2	2	3	26	29	6	1,491	12	184
	245,748	1,235	1	0	1	1	32	33	8	1,527	12	185
	691,504	3,583	3	3	6	8	98	106	20	4,500	13	186
	339,426	1,714	1	0	1	1	42	43	8	2,100	12	187
	720,915	3,697.6	1	2	3	14	103	117	13	4,668	12	188
	426,600	2,133	(5)		5	7	67	74	------	------	------	189
.5	359,100	1,890	2	2	4	4	54	58	9	2,300	12	190

Including training schools. *c* The high schools were in session two hundred days.
f Excluding the high school, the pupils of which prepare their lessons at home.

TABLE 1.—*Statistics of population, private schools, and public school*

	City.	Total population 1891. a	School census age	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
						Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	MINNESOTA.							
191	Duluth	42,700	.....	.....	*1,500	(5,305)		5,305
192	Mankato	9,260	.....	.....	750	676	717	1,393
193	Minneapolis	186,800	6-21	.....	*3,500	11,819	11,978	23,797
194	St. Cloud	8,601	.....	.....	.....	(1,032)		1,032
195	St Paul	149,700	6-21	.....	*7,000	(16,788)		16,788
196	Stillwater	11,510	.....	.....	*300	(2,054)		2,054
197	Winona	19,300	5-21	b 6,800	1,200	1,736	1,468	3,197
	MISSISSIPPI.							
198	Natchez	10,470	5-21	3,315	750	701	752	1,457
199	Vicksburg	13,540	6-21	4,420	900	530	[illegible]	1,415
	MISSOURI.							
200	Carthage	8,520	.....	.....	.....	968	1,196	2,148
201	Hannibal	13,050	6-20	4,339	250	1,103	1,302	2,405
202	Joplin*	10,290	6-20	3,728	80	(2,364)		2,364
203	Kansas City	129,150	6-20	42,920	*2,000	8,029	9,184	17,213
204	Moberly	8,460	6-20	3,993	225	792	837	1,629
205	Nevada	8,300	.....	.....	.....	768	853	1,621
206	St. Joseph	54,900	6-20	21,411	1,000	3,453	3,761	7,214
207	St. Louis*	463,000	6-20	108,454	25,000	28,900	30,798	59,698
208	Sedalia*	14,620	6-20	4,111	300	1,519	1,537	3,056
209	Springfield	24,700	6-20	7,123	650	2,491	2,613	5,104
	MONTANA.							
210	Butte City	12,040	6-21	4,500	250	1,494	1,546	3,040
211	Helena	15,810	6-21	2,485	250	917	905	1,822
	NEBRASKA.							
212	Beatrice	15,900	5-21	2,990	250	1,056	1,063	2,119
213	Grand Island	8,270	5-21	2,228	.....	945	969	1,914
214	Hastings	15,420	5-21	.....	100	753	786	1,539
215	Kearney	9,380	5-21	.....	25	752	796	1,548
216	Lincoln*	63,700	5-21	10,000	750	3,020	2,980	6,000
217	Nebraska City	12,540	5-21	2,404	50	680	708	1,388
218	Omaha	163,700	5-21	26,753	4,000	7,315	7,410	14,725
219	Plattsmouth*	9,000	5-21	1,831	240	577	625	1,202
220	South Omaha	9,930	5-21	2,921	300	857	864	1,721
	NEVADA.							
221	Virginia City	8,300	6-18	2,557	253	797	778	1,575
	NEW HAMPSHIRE.							
222	Concord	17,350	.....	.....	300	995	1,078	2,073
223	Dover	12,910	5-15	2,050	600	714	709	1,423
224	Manchester*	45,500	.....	.....	2,700	2,003	2,068	4,071
225	Nashua	20,000	5-15	2,535	1,200	(2,652)		2,652
226	Portsmouth	9,840	5-15	1,531	250	(1,455)		1,455
	NEW JERSEY.							
227	Atlantic City*	14,240	5-18	3,115	300	(2,005)		2,005
228	Bayonne	20,400	5-18	4,945	1,760	1,345	1,294	2,639
229	Bridgeton*	11,740	5-18	2,988	166	(1,831)		1,831
230	Camden	[illegible]	5-19	.....	1,500	(10,910)		10,910
231	Elizabeth	38,900	5-18	.....	*2,263	(4,575)		4,575
232	Harrison	8,500	5-18	2,000	1,000	300	300	600
233	Hoboken*	45,200	5-18	17,461	8,477	(6,570)		6,570

* Statistics of 1890–'91.
a Estimate based upon the annual rate of increase or decrease from 1880 to 1890.

enrollment, attendance, supervising officers, teachers, etc.—Continued.

Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
9	10	11	12	13	14	15	16	17	18	19	20	
185	724,460	3,916	*1	*3	*4	4	126	130	23	6,100	12	191
180	191,835.5	1,066	1	1	2	2	26	28	5	1,200	12	192
182	3,425,120	17,844	7	39	46	13	514	526	46	*21,000	12	193
180	125,280	702	.....	.....	.....	2	24	26	6	1,085	.....	194
190	2,390,290	12,581	5	3	8	65	420	485	44	17,822	12	195
185	264,825	1,605	*2	*1	*3	2	47	49	7	2,000	13	196
190	395,683.5	2,307	1	5	6	3	54	57	8	2,960	13	197
180	174,420	969	3	0	3	0	24	24	2	1,500	12	198
183	204,422	1,117	1	0	1	2	25	27	4	1,792	10	199
176	288,640	1,640	.....	.....	.....	5	24	29	7	1,800	.....	200
176	301,975	1,709	1	1	2	3	43	46	7	2,274	12	201
178	263,824	1,492	1	0	1	6	19	25	9	1,500	12	202
180	2,005,860	11,477	4	1	5	42	278	320	36	16,000	11	203
158	181,909	1,160.12	5	0	5	5	22	27	4	1,472	11	204
176	205,552	1,168	.....	.....	.....	5	23	28	2	1,580	.....	205
190	934,610	4,919	1	0	1	14	135	149	23	6,500	12	206
196	7,711,930	41,962	14	3	17	77	1,130	1,207	107	50,772	144	207
180	424,000	2,355	1	1	2	4	55	59	8	3,000	12	208
180	*536,549	*3,074	1	0	1	4	59	63	10	4,400	12	209
180	366,312	1,940	4	1	5	4	50	54	15	3,523	14	210
174	225,133	1,298.4	1	0	1	2	41	43	9	2,200	12	211
175	257,520	1,472	2	1	3	7	35	42	8	2,500	12	213
190	249,850	1,315	(c)		4	5	31	36	6	.....	.....	213
177	187,373	1,058.6	3	0	3	1	26	27	5	1,325	12	214
175	178,901	1,022	2	0	2	1	27	28	9	1,200	11	215
.....	.....	3,902	1	1	2	5	107	112	19	5,940	11	216
178	167,500	941	1	0	1	.....	.....	.....	10	1,400	12	217
194	1,993,768	10,379	3	20	23	11	284	295	52	12,765	12	218
200	180,600	903	1	1	2	2	23	25	6	1,100	12	219
195	184,582	950	1	2	3	1	28	29	7	1,400	11	220
200	231,800	1,159	0	0	0	3	27	30	6	.....	8	221
170	281,350	1,655	9	1	10	2	48	50	12	2,674	13	222
175	185,275	1,058	1	0	1	3	40	43	17	1,588	12	223
178	473,254	2,659	2	0	2	3	74	83	22	4,000	13	224
185	299,548.8	1,804.8	1	1	2	3	59	62	17	2,701	13	225
178.5	185,228	1,016	1	0	1	6	36	42	9	1,448	.....	226
185	243,645	1,317	.....	.....	.....	2	35	37	4	2,580	.....	227
199	864,966	1,834	6	1	7	0	62	62	6	2,305	10	228
200	233,400	1,167	.....	.....	.....	3	33	36	6	1,722	.....	229
*180	b1,198,045	6,305.5	6	0	6	7	189	196	18	8,229	9	230
193	671,061	3,477	5	3	8	0	79	79	8	2,630	13	231
*210	b 84,000	400	0	0	0	3	9	12	1	500	8	232
200	903,000	4,518	.....	.....	.....	8	114	122	6	5,050	.....	233

b Estimated.

TABLE 1.—*Statistics of population, private schools, and public school*

	City.	Total population 1891. a	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
						Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	NEW JERSEY—cont'd.							
234	Jersey City	164,100	5-18	50,918	7,000	(23,779)		22,770
235	Millville*	10,270	5-18	2,668	111	(1,929)		1,999
236	Morristown	8,510	5-18	2,205	787	518	517	1,035
237	Newark	187,100	5-18	.....	*9,939	13,161	13,489	26,650
238	New Brunswick*	18,750	5-18	5,012	1,516	(2,410)		2,410
239	Orange	19,500	5-18	5,652	1,700	(2,114)		2,114
240	Passaic	13,900	5-18	3,333	400	1,046	1,016	2,062
241	Paterson	81,300	5-18	21,801	2,000	(13,000)		13,000
242	Perth Amboy*	10,140	5-18	2,088	402	(1,051)		1,051
243	Phillipsburg	6,810	5-18	2,447	405	(1,576)		1,576
244	Plainfield	11,640	5-18	2,704	450	*863	*828	*1,691
245	Trenton	61,300	5-18	14,130	2,811	2,948	3,164	6,112
246	Union	11,300	5-18	3,206	450	1,053	1,130	2,183
	NEW YORK.							
247	Albany	95,400	5-21	32,138	5,000	6,782	7,132	13,914
248	Amsterdam district No. 8	18,420	5-21	2,390	700	370	341	71
249	Amsterdam district No. 11		5-21	2,476	.....	551	600	1,15
250	Auburn	26,300	5-21	57,100	1,250	1,738	1,743	3,4
251	Binghamton	37,600	5-21	9,384	544	2,803	2,625	5,4
252	Brooklyn	835,300	5-21	b265,000	30,000	(120,121)		120
253	Buffalo	269,000	5-21	b85,000	15,531	18,159	19,365	37
254	Cohoes	22,850	5-21	2,405	1,550	.....	.....	.....
255	Corning	9,000	5-21	2,108	.....	(1,543)		1
256	Cortland	9,260	5-21	1,982	*150	(1,039)		1
257	Dunkirk	9,753	5-21	3,450	680	(1,374)		1,
258	Elmira	32,200	5-21	.....	500	2,379	2,382	4,
259	Flushing	8,630	.....	.....	500	(1,118)		1,
260	Glens Falls	10,160	5-21	1,932	150	528	583	1,
261	Gloversville*	14,820	5-21	4,000	45	(2,832)		2,
262	Hornellsville	11,330	5-21	.....	*280	1,166	1,196	2,
263	Hudson	10,110	5-21	2,841	400	700	637	1,
264	Ithaca	11,300	5-21	b2,950	425	939	1,040	1,
265	Jamestown	16,680	5-21	4,079	300	1,489	1,555	3,
266	Kingston School district.	11,700	5-21	3,123	281	932	1,010	1,
267	Lansingburg	10,930	.....	.....	*450	(1,807)		1,
268	Little Falls	9,000	5-21	2,424	470	585	620	1,
269	Lockport	16,310	5-21	4,800	800	1,205	1,597	2,
270	Long Island City	32,300	5-15	8,954	450	3,210	3,146	6,
271	Middletown	12,400	5-21	3,242	320	988	1,041	2,
272	Mount Vernon*	11,800	5-21	3,748	200	(2,219)		2,
273	New Rochelle	8,590	5-21	2,636	100	795	833	1,
274	New York*	1,546,700	5-21	486,000	65,000	108,574	101,379	212,
275	Newburg	23,700	5-21	7,014	1,400	(3,00)		3,
276	Ogdensburg*	11,800	5-21	4,212	600	(1,834)		1,
277	Oswego*	21,900	5-21	7,800	1,293	1,600	1,704	3,
278	Peekskill Drum Hill district, No. 7	10,010	5-21	1,304	312	240	283	
279	Oakside district, No. 8		5-21	1,099	25	334	384	718
280	Port Jervis	9,395	5-21	3,142	65	989	1,020	2,
281	Poughkeepsie	22,420	5-21	6,000	*800	1,479	1,591	3,
282	Rochester	139,400	5-21	b50,000	8,500	8,756	8,991	17,
283	Rome*	15,300	5-21	3,000	300	(2,139)		2,
284	Saratoga Springs	12,490	5-21	2,701	30	1,119	1,136	2,
285	Schenectady	20,700	5-21	5,800	1,300	(2,779)		2,
286	Sing Sing	9,090	5-21	1,707	120	524	557	1,
287	Syracuse	93,960	5-21	26,200	3,200	7,051	7,249	14,
288	Troy	61,400	5-21	20,000	3,000	2,721	2,344	5,
289	Utica	45,200	5-21	15,843	1,728	(7,249)		7,
290	Watertown*	15,200	5-21	4,288	150	(2,585)		2,
291	West Troy*	13,400	5-21	4,417	.....	.....	.....	.....
292	Yonkers*	33,800	5-21	9,900	1,000	1,852	1,674	3,

*Statistics of 1890-'91.

a *Estimate* based upon the annual rate of increase or decrease from 1880 to 189

nent, attendance, supervising officers, teachers, etc.—Continued.

Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
		Male.	Female.	Total.	Male.	Female.	Total.				
10	11	12	13	14	15	16	17	18	19	20	
3,008,448	15,669	15	19	34	3	395	398	23	17,676	13	234
244,388	1,142	.....	.....	.....	4	37	41	11	1,861	.....	235
155,600	778	1	1	2	2	21	23	2	900	12	236
3,341,720	17,588	26	6	32	10	422	432	42	23,613	14	237
388,000	2,000	1	0	1	2	50	52	6	2,540	12	238
285,120	1,440	2	2	4	1	42	43	6	2,026	13	239
255,960	1,442	1	0	1	1	41	42	6	1,760	10	240
1,630,600	8,153	19	2	21	1	225	226	17	9,625	12	241
143,000	715	.....	.....	.....	3	17	20	3	937	.....	242
243,236	1,216.2	1	0	1	3	30	33	6	1,589	12	243
266,377.5	1,338.6	1	2	3	2	41	43	5	1,838	13	244
891,670	4,693	5	4	9	1	146	147	26	6,551	12	245
320,509	1,477	1	1	2	3	31	34	1	1,596	11	246
1,894,840	10,014	14	10	24	23	263	286	22	13,072	13	247
84,265	411	1	0	1	0	12	12	1	550	10	248
160,080	780	1	0	1	0	22	22	4	1,112	11	249
511,880	2,675	3	7	10	6	100	106	*15	*4,050	12	250
813,729	4,143	1	2	3	8	123	131	13	5,883	12	251
15,808,359	77,893	50	129	188	40	2,060	2,100	100	91,846	11½	252
4,875,875	25,025	32	4	36	28	801	829	59	30,082	13	253
334,825	1,583	.....	.....	.....	1	54	55	11	2,459	12	254
207,503	1,043	1	1	2	0	25	25	3	1,502	13	255
127,605	668	1	0	1	0	18	18	6	990	9	256
198,161	1,037.5	1	0	1	1	43	44	10	1,400	13	257
737,413	3,762	7	2	9	1	103	104	10	4,390	12	258
146,389	765.3	1	4	5	3	27	30	2	1,200	11	259
127,786	679	1	0	1	1	28	29	4	1,188	12	260
344,855	1,751	1	1	2	1	38	39	6	2,118	11	261
290,724	1,490.8	2	2	4	1	40	41	4	1,903	12	262
189,820	963	1	0	1	2	27	29	3	1,500	12	263
287,177	1,488	1	0	1	3	35	38	6	1,832	12	264
457,524	2,358	1	0	1	3	74	77	11	2,800	14	265
256,707	1,323.2	1	2	3	.....	.....	.....	5	1,994	13	266
251,250	1,307	1	0	1	0	47	47	5	*1,560	10	267
158,311	859	1	0	1	3	20	23	3	1,350	12	268
414,734	2,116	1	0	1	4	58	62	7	3,100	13	269
822,162	4,307	5	3	8	1	125	126	15	5,545	11	270
264,275	1,361.2	1	0	1	1	34	35	6	1,672	12	271
322,645	1,644	3	2	5	3	45	48	5	3,700	8	272
211,463	1,084.4	1	2	3	0	28	28	3	1,400	9	273
5 29,933,379	147,402	60	172	232	318	3,790	4,108	140	192,311	7½	274
502,357	2,589	1	0	1	8	79	87	7	3,460	11	275
222,441	1,152.5	2	1	3	4	34	38	10	2,066	13	276
477,291	2,423	1	0	1	3	70	73	14	3,600	13	277
88,471	460	1	0	1	0	10	10	1	260	.....	278
98,869	504	1	0	1	1	12	13	1	598	10	279
281,587	1,457	1	0	1	1	40	41	5	2,000	12	280
414,249	2,221	2	2	4	3	72	75	11	2,622	12	281
2,670,304	13,624	1	1	2	17	523	540	38	17,800	12	282
244,114	1,285	2	1	3	4	37	41	8	1,745	12	283
295,307	1,522.2	2	1	3	4	43	47	7	2,100	13	284
360,870	1,891	1	0	1	1	53	54	6	2,600	12	285
135,532	702.2	1	0	1	0	23	23	2	1,000	10	286
2,236,650	11,470	12	2	14	16	286	302	28	13,915	11	287
888,486	4,991.4	1	0	1	18	152	170	19	8,000	12	288
895,945	5,283	2	2	4	7	158	165	19	6,556	13	289
328,700	1,730	1	0	1	3	70	73	9	2,500	12	290
224,732	1,147	.....	.....	.....	2	27	29	6	.....	.....	291
476,940	2,484.3	.....	.....	.....	.....	.....	.....	.....	.....	12	292

b Estimated.

TABLE 1.—*Statistics of population, private schools, and public school*

	City.	Total population 1891. a	School census age.	Number of children of school census age	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
						Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	OHIO							
293	Akron	29,100	6-21	8,655	1,183	2,667	2,743	5,410
294	Bellaire	10,150	6-21	3,063	300	920	973	1,893
295	Canton*	28,250	6-21	8,537	1,000	2,348	2,445	4,793
296	Chillicothe	11,325	6-21	3,297	250	990	1,007	1,997
297	Cincinnati*	301,500	6-21	84,830		18,926	17,955	36,881
298	Cleveland	274,400	6-21	80,745		18,472	18,391	36,863
299	Columbus	93,000	6-21	26,121	3,591	6,942	7,025	13,967
300	Dayton*	64,100	6-21	17,496	2,221	(9,006)		9,006
301	Delaware	8,370	6-21	2,095	279	695	767	1,462
302	East Liverpool*	11,720	6-21	3,834		(2,748)		2,748
303	Findlay*	21,300	6-21	5,507		(3,466)		3,466
304	Hamilton	18,230	6-21	5,965	1,000	1,244	1,366	2,610
305	Ironton	11,170	6-21	*3,420	*450	1,101	1,168	2,269
306	Lima	17,220	6-21	4,804	500	1,535	1,527	3,062
307	Mansfield*	13,900	6,21		300	1,272	1,298	2,570
308	Marietta	8,630	6-21	2,645	20	815	915	1,730
309	Marion	8,960	6-21	2,440	250	846	853	1,699
310	Massilon*	10,490	6-21	3,617		(1,848)		1,848
311	Middletown	8,100	6-21	2,752		(1,386)		1,386
312	Newark	14,850	6-21	*4,332		1,280	1,491	2,771
313	Piqua	9,700	6-21	*3,083	*402	769	756	1,525
314	Portsmouth*	13,510	6-21	4,046		(2,383)		2,383
315	Sandusky	18,700	6-21	5,990	957	1,479	1,498	2,977
316	Springfield*	33,300	6-21	9,489	1,500	2,669	2,587	5,256
317	Steubenville	13,530	6-21	4,475	700	1,206	1,149	2,355
318	Tiffin	11,145	6-21	3,384	1,000	749	813	1,562
319	Toledo	85,500	6-21	28,146	4,500	6,209	6,224	12,433
320	Youngstown	35,870	6-21	10,823	2,000	2,473	2,708	5,181
321	Zanesville*	21,300	6-21	6,504		(3,524)		3,524
	OREGON.							
322	Portland	63,030	4-20	14,310	1,200	4,704	4,937	9,641
	PENNSYLVANIA.							
323	Allegheny	108,400				8,124	8,092	16,216
324	Allentown	25,100			300	2,250	2,393	4,643
325	Altoona	31,400	6-21		2,500	2,795	2,867	5,662
326	Beaver Falls	10,380	6-21		250	854	961	1,815
327	Braddock	9,414				488	543	1,031
328	Bradford	10,660	6-21	2,120	300	880	994	1,874
329	Butler	9,670			500	978	997	1,975
330	Carbondale	11,200	6-21	3,200	250	904	1,085	1,989
331	Chester	30,830	6-21		600	1,630	1,739	3,369
332	Columbia	12,760	6-21		400	926	1,026	1,952
333	Dunmore	8,720				702	903	1,605
334	Easton	14,760	6-21		180	1,254	1,315	2,569
335	Erie	42,200	6-21	12,882	3,000	3,328	3,113	6,441
336	Harrisburg	40,400			700	3,515	3,733	7,248
337	Hazleton	12,530	6-21	b 3,000	400	1,006	1,012	2,018
338	Homestead	10,200				841	828	1,669
339	Johnstown	21,050				1,562	1,741	3,303
340	Lancaster	32,700	6-21		500	2,443	2,496	4,939
341	Lebanon	15,430				1,001	1,084	2,085
342	McKeesport	22,750	6-21			1,758	1,655	3,413
343	Mahanoy City	11,810			15	1,031	1,078	2,109
344	Meadville	9,500	6-21		250	916	1,031	1,947
345	Mount Carmel	9,350				775	803	1,578
346	Nanticoke	11,040			500	652	670	1,322
347	New Castle	11,980			500	1,182	1,198	2,380
348	Norristown	30,600	6-21		400	1,322	1,390	2,712
349	Oil City	11,380			375	978	1,097	2,075
350	Philadelphia	1,069,250			40,000		(d)	

* Statistics of 1890-'91.
a Estimate based upon the annual rate of increase or decrease from 1885 to 1890.

enrollment, attendance, supervising officers, teachers, etc.—Continued.

Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
9	10	11	12	13	14	15	16	17	18	19	20	
192	843,328.5	4,392.3	1	1	2	8	103	111	12	6,100	11	293
175	332,750	1,330	1	1	2	5	32	37	7	1,750	12	294
195	719,355	3,689	3	1	4	10	76	86	15	4,800	12	295
186	299,088	1,608	2	2	4	4	44	48	5	2,100	12	296
190	5,344,820	29,078	37	1	38	93	637	730	44	29,600	12	297
190	5,612,600	29,540	8	3	11	(801)		801	30	*40,268	12	298
182	2,607,642	11,031	7	13	20	13	266	279	29	13,982	12	299
----	1,450,466.8	7,068.5	4	0	4	(206)		206	20	----------	12	300
183	215,658	1,164	1	0	1	1	29	30	7	*1,300	11	301
180	311,760	1,732	----	----	----	1	35	36	7	----------	----------	302
180	483,480	2,686	----	----	----	8	61	69	14	----------	----------	303
195	405,600	2,080	2	0	2	10	41	51	6	2,620	12	304
183.5	349,119	1,905	1	0	1	2	44	46	6	2,300	----	305
195	568,470	2,213	2	3	5	5	63	68	10	*3,100	12	306
176	365,904	2,079	1	0	1	3	48	51	9	2,860	12	307
184	259,992	1,413	2	2	4	5	29	34	9	1,920	12	308
174	231,594	1,331	1	0	1	1	33	34	8	1,725	12	309
200	287,400	1,437	----	----	----	6	27	33	6	----------	----------	310
200	208,600	1,043	----	----	----	3	28	31	4	----------	----------	311
180	338,940	1,883	5	4	9	5	52	57	11	3,126	12	312
180	b 219,060	*1,217	3	1	4	3	36	39	6	1,894	12	313
190	331,360	1,744	----	----	----	3	47	50	7	----------	----------	314
193	b 501,993	*2,601	3	14	17	3	71	74	9	3,190	12	315
188	819,116	4,357	----	----	----	18	103	121	16	----------	12	316
193	337,544	1,752	1	0	1	5	52	57	6	2,300	12	317
162	197,354	1,217	*2	*3	*5	4	31	35	4	1,650	12	318
195	1,896,765	9,727	3	1	4	10	220	230	31	14,000	11	319
185	779,035	4,211	(8)		8	11	86	97	20	4,950	9	320
190	521,450	2,955	----	----	----	2	76	78	18	----------	----------	321
190	1,324,870	6,973	10	4	14	23	177	200	24	8,000	12	322
200	c 2,255,200	11,276	----	----	----	24	276	300	23	----------	----------	323
196	656,796	3,351	1	0	1	16	68	84	12	4,900	11	324
180	521,820	3,899	1	2	3	14	111	125	11	5,200	12	325
160	208,640	1,304	0	0	0	1	37	38	4	1,800	10	326
180	c 136,800	760	----	----	----	4	20	24	----	----------	----------	327
176	276,848	1,573	1	0	1	1	40	41	6	2,050	12	328
160	227,186	1,440	1	3	4	4	31	35	4	1,818	13	329
195	271,830	1,394	1	0	1	5	28	33	9	1,800	12	330
199	456,200	2,281	1	0	1	3	70	73	13	3,360	13	331
180	262,800	1,460	1	0	1	1	32	33	5	1,864	14	332
180	211,200	1,056	*1	*0	*1	2	25	27	9	*1,100	12	333
199	387,722	1,949	0	0	0	12	49	61	12	2,968	11	334
175	721,032	4,202	2	18	20	11	168	179	15	5,858	11	335
195	923,237	4,770	0	0	0	16	113	129	20	6,761	13	336
180	262,260	1,457	1	1	2	6	31	37	7	2,016	11	337
180	208,580	1,131	----	----	----	2	27	29	----	----------	----------	338
180	c 431,280	2,396	----	----	----	8	49	57	17	----------	----------	339
200	722,400	3,612	1	0	1	6	80	86	14	4,400	11	340
180	302,940	1,683	1	0	1	5	38	43	10	2,400	13	341
180	431,120	2,394	6	1	7	7	60	67	7	----------	11	342
180	243,180	1,351	----	----	----	2	28	30	4	----------	----------	343
180	272,160	1,512	1	3	4	0	43	43	3	2,250	12	344
180	c 155,160	862	----	----	----	6	17	23	----	----------	----------	345
180	c 187,740	1,043	----	----	----	3	23	26	5	----------	----------	346
155	270,165	1,743	2	0	2	6	43	49	6	2,350	13	347
200	381,600	1,908	----	----	----	5	54	59	6	*2,625	11	348
180	c 273,780	1,521	*1	*0	*1	2	36	38	8	*1,800	----	349
201	20,009,550	99,550	21	51	72	92	2,619	2,711	279	125,400	12	350

* Estimated. c Approximately.

b The number belonging December 31, 1891, was 116,445. The enrollment for the year is estimated to be 174,700.

TABLE 1.—*Statistics of population, private schools, and public school*

	City	Total population 1891 a	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
						Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	PENNSYLVANIA—continued.							
351	Phœnixville	9,734	.....	.....	350	578	620	1,198
352	Pittsburg	249,000	.....	.....	.....	16,291	16,591	32,882
353	Pittston	10,710	.....	.....	[illegible]	619	751	1,370
354	Plymouth	9,760	.....	.....	*665	562	753	1,315
355	Pottstown	14,540	6-21	.....	170	1,218	1,161	2,379
356	Pottsville	14,530	.....	.....	400	1,353	1,207	2,560
357	Reading	60,470	.....	.....	750	4,229	4,307	8,536
358	Scranton	79,040	6-21	.....	2,500	5,466	5,988	11,354
359	Shamokin	15,240	.....	.....	900	1,564	1,578	3,142
360	Shenandoah	16,680	6-21	c4,000	150	1,[illegible]	1,397	2,602
361	South Bethlehem	11,090	6-21	2,380	250	966	1,112	2,080
362	Steelton	10,560	6-21	1,770	200	736	726	1,464
363	Titusville	7,962	.....	.....	.....	810	886	[illegible]
364	West Chester	8,130	6-21	1,[illegible]	350	546	631	1,177
365	Wilkesbarre	39,750	.....	.....	1,000	[illegible]	3,266	6,326
366	Williamsport	28,130	6-21	.....	1,235	2,331	2,390	4,721
367	York	21,640	5-20	6,958	[illegible]	1,671	1,600	3,271
	RHODE ISLAND.							
368	Central Falls	9,060	.....	.....	.....	.....	.....	.....
369	Newport	19,900	5-15	3,625	1,141	1,091	1,156	2,247
370	Pawtucket	28,700	5-15	5,853	1,493	2,355	2,213	4,578
371	Providence	185,200	5-15	24,001	3,984	10,682	10,659	21,341
372	Woonsocket	21,400	7-15	5,409	1,549	1,908	1,390	3,298
	SOUTH CAROLINA.							
373	Charleston	55,500	6-16	7,797	2,957	2,468	3,296	5,764
374	Columbia	16,020	6-18	2,850	600	906	1,156	[illegible]
375	Greenville*	8,900	6-18	.....	500	757	885	1,642
	SOUTH DAKOTA.							
376	Sioux Falls	11,880	6-20	2,162	140	845	861	1,706
	TENNESSEE.							
377	Chattanooga	31,600	6-21	6,907	1,600	2,356	2,233	4,589
378	Jackson*	10,680	6-21	3,602	80	(1,606)		1,606
379	Knoxville	24,500	6-21	10,083	320	1,658	1,917	3,570
380	Memphis*	66,850	6-21	15,732	.....	2,719	3,501	6,220
381	Nashville*	80,000	6-21	26,738	1,200	4,975	5,526	10,501
	TEXAS.							
382	Austin	14,990	7-21	*4,140	*476	1,509	[illegible]	3,101
383	Dallas	43,350	8-16	7,545	500	(4,805)		4,805
384	Denison	11,200	8-16	2,209	320	.....	.....	.....
385	El Paso*	13,460	6-19	1,105	140	448	424	872
386	Forth Worth	25,500	7-20	4,397	640	1,475	1,681	3,156
387	Galveston	29,900	8-16	8,943	1,800	2,161	2,401	4,562
388	Houston*	29,000	8-16	6,259	500	1,712	1,824	3,536
389	Laredo*	12,720	8-16	2,360	.....	(926)		926
390	Paris*	8,880	8-16	2,205	115	880	1,011	[illegible]
391	San Antonio	40,000	6-18	11,203	.....	2,320	2,719	5,039
392	Waco	15,470	7-18	4,611	.....	(2,791)		2,791
	UTAH.							
393	Ogden City*	16,220	6-18	3,297	500	1,573	1,303	2,876
394	Salt Lake City	48,400	6-18	10,551	*2,063	3,768	3,950	[illegible]
	VERMONT.							
395	Burlington	14,960	5-20	4,128	*1,470	(2,017)		2,017
396	Rutland	8,820	5-20	2,119	550	709	779	1,488

*Statistics of 1890-'91.

a Estimate based upon the annual rate of increase or decrease from 1880 to 1890.

enrollment, attendance, supervising officers, teachers, etc.—Continued.

Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
9	10	11	12	13	14	15	16	17	18	19	20	
190	152,380	802	1	0	1	0	24	24	4	1,600	12	351
200	b4,859,600	24,298	*24	*15	*39	39	629	668	66	.....	11	352
180	166,140	923	3	0	3	1	25	26	5	1,550	11	353
180	b153,180	851	*1	*0	*1	5	20	25	*4	*1,300	11	354
200	344,400	1,722	1	0	1	7	43	50	21	2,963	12	355
200	b368,600	1,843	*1	*0	*1	8	45	53	9	*2,400	12	356
200	1,413,000	7,065	.....	.....	.....	7	192	199	30	.....	.....	357
191	1,573,267	8,237	1	1	2	22	194	216	34	9,887	12	358
160	b372,480	2,328	.....	.....	.....	13	41	54	6	.....	.....	359
180	309,780	1,721	1	2	3	9	35	44	7	2,205	11	360
210	332,500	1,750	1	0	1	11	30	41	9	2,350	13	361
180	210,914	1,172	1	0	1	14	16	30	5	1,728	12	362
190	245,480	1,292	1	0	1	1	36	37	5	1,613	11	363
200	152,400	762	3	0	3	4	23	27	3	1,090	12	364
196	900,054	4,839	3	1	4	19	101	120	14	6,480	11	265
180	727,855	3,488	1	0	1	16	79	95	15	5,029	12	366
190	411,900	2,288	0	0	0	19	46	65	13	3,350	12	367
.....	.....	.....	0	2	2	1	38	39	.....	.....	.....	368
194	323,592	1,668	1	2	3	5	51	56	11	2,480	14	369
195	513,641	2,868	3	1	4	11	90	101	23	5,500	13	370
186.5	2,789,704.3	14,958.2	13	22	35	12	408	420	63	18,550	13	371
200	359,608	1,987	0	1	1	4	52	56	16	2,223	13	372
193	1,012,285	5,245	6	1	7	2	98	100	6	5,900	10	373
174	214,557	1,411	1	0	1	5	23	28	4	1,250	10	374
180	189,000	1,050	1	0	1	6	18	24	6	1,650	8	375
173	203,970	1,179	1	0	1	2	34	36	8	1,520	12	376
177	496,288	2,804	1	1	2	11	74	85	7	3,847	11	377
180	245,700	1,365	1	0	1	3	18	21	3	.....	8	378
193	515,041	2,697	6	0	6	19	42	61	11	3,500	11	379
175	746,018	4,263	1	11	12	7	80	87	11	4,221	11	380
185	1,549,523	8,338	22	13	35	16	137	153	18	7,558	11	381
165	356,730	2,162	1	0	1	5	67	72	17	2,375	11	382
174	.....	.....	2	0	2	23	77	100	16	4,500	11	383
175	.....	.....	1	0	1	2	32	34	9	1,738	11	384
180	94,565	533	1	0	1	2	14	16	4	700	11	385
176	394,217	2,234.8	2	1	3	13	52	65	12	2,950	11	386
180	584,280	3,246	5	1	6	13	78	91	11	4,423	12	387
173	353,785	2,045	1	0	1	20	45	65	13	2,986	11	388
180	72,000	400	1	0	1	3	9	12	9	600	.....	389
178	205,560	1,142	1	0	1	4	30	34	3	1,564	11	390
182.2	625,434	3,432.7	8	4	12	11	55	66	12	3,412	11	391
180	328,500	1,825	6	5	11	6	46	52	10	2,565	11	392
196	472,046	2,408	1	1	2	6	63	69	12	1,900	11	393
180	895,860	4,968.9	22	12	34	22	104	126	41	.....	12	394
d 180	*211,314	*1,214	*1	*0	*1	5	37	42	*10	*1,428	13	395
190	176,700	930	1	0	1	1	34	35	6	1,365	13	396

b Approximately. c Estimated. d The High School was in session 195 days.

TABLE 1.—*Statistics of population, private schools, and public school*

	City.	Total population 1891. a	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
						Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	VIRGINIA.							
397	Alexandria	14,740	5-21	4,323	600	970	834	1,804
398	Danville	10,635	5-21	3,578	200	776	834	1,610
399	Lynchburg*	20,100	5-21	6,748	350	1,477	1,931	3,408
400	Manchester*	9,700	5-21	3,573	.....	577	612	1,189
401	Norfolk	36,500	5-21	9,664	2,000	1,238	1,396	2,634
402	Petersburg	22,800	6-21	7,150	500	1,475	1,759	3,232
403	Portsmouth*	13,470	5-21	3,610	.....	726	767	1,493
404	Richmond	83,400	5-21	24,974	2,500	5,171	6,270	11,441
405	Roanoke*	21,300	5-21	4,116	331	622	810	1,432
	WASHINGTON.							
406	Seattle	55,000	5-21	9,200	.. ....	(6,417)		6,417
407	Spokane Falls	29,800	5-21	4,078	225	1,499	1,447	2,946
408	Tacoma	51,000	5-21	7,025	1,050	2,467	2,414	4,881
	WEST VIRGINIA.							
409	Huntington	11,350	6-21	3,062	125	856	957	1,813
410	Parkersburg	8,020	6-21	3,397	200	1,180	1,180	2,360
411	Wheeling	34,900	6-21	(1,813	900	2,746	2,791	5,537
	WISCONSIN.							
412	Appleton	12,250	4-20	4,303	1,172	1,042	962	1,994
413	Ashland	12,525	4-20	2,994	300	726	769	1,495
414	Chippewa Falls	9,370	4-20	3,338	1,100	614	662	1,276
415	Eau Claire	18,390	4-20	5,641	*784	1,716	1,734	3,450
416	Fond du Lac	11,920	4-20	4,493	400	1,076	1,085	2,161
417	Green Bay	9,250	4-20	3,035	700	696	681	1,377
418	Janesville*	11,035	4-20	4,062	400	(1,685)		1,685
419	La Crosse	26,500	4-20	8,400	1,200	2,401	2,354	4,755
420	Madison	13,780	4-20	4,492	1,000	1,005	1,032	2,037
421	Milwaukee	210,400	4-20	80,116	17,585	14,675	14,677	29,352
422	Oshkosh	23,700	4-20	8,521	1,669	1,499	1,489	2,988
423	Racine	21,600	4-20	8,557	1,163	1,787	1,823	3,610
424	Sheboygan	17,730	4-20	7,397	1,400	1,395	1,377	2,772
425	Superior	15,360	4-20	4,486	558	1,724	1,817	3,541
426	Wausau	9,990	4-20	3,176	265	(1,772)		1,772
	WYOMING.							
427	Cheyenne	13,200	6-21	1,800	500	627	565	1,192

* Statistics of 1890-'91.
a Estimate based upon the annual rate of increase or decrease from 1880 to 1890.

enrollment, attendance, supervising officers, teachers, etc.—Continued.

Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools	Average daily attendance in public day schools	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study	
			Male	Female.	Total	Male.	Female.	Total				
9	10	11	12	13	14	15	16	17	18	19	20	
202	284,012	1,406	1	0	1	8	23	31	5	1,650	10	397
188	194,230	1,033.1	4	0	4	3	29	32	2	1,460	11	398
193	482,345	2,551	3	1	3	12	51	63	12	2,560	10	399
180	151,200	840	1	0	1	6	13	19	2	1,000	12	400
190	309,700	1,630	0	0	0	6	29	37	9	2,320	8	401
188	449,937	2,393	1	1	2	2	45	47	9	2,350	11	402
200	213,800	1,069	1	0	1	3	21	24	3	1,212	11	403
177	1,525,740	8,620	18	0	18	30	206	236	17	10,539	11	404
180	187,920	1,044	1	0	1	3	20	23	4	1,650	9	405
192	896,833	4,667 4	7	0	7	7	104	111	27	6,775	12	406
190	376,417	1,981	1	2	3	1	52	53	10	2,659	12	407
190	670,792.5	3,548.4	7	5	12	3	98	101	14		12	408
180	192,900	1,206	1	0	1	3	31	34	7	1,750	12	409
182	328,328	1,804	0	0	0	5	31	36	6	*1,500	12	410
197	822,475	4,175	3	5	8	3	122	125	10	5,000	11	411
175	248,559	1,245	1	1	2	3	42	50	9	2,399	12	412
180	180,612	1,000	1	0	1	4	25	29	9	1,300	12	413
176	162,152.2	927	1	0	1	1	28	29	8	1,300	12	414
177	334,463	2,172	1	0	1	7	54	61	16	*2,916	12	415
197	230,942	676	1	0	1	3	43	46	16	3,750	12	416
195	228,663	147	1	0	1	1	27	28	6	1,463	12	417
190	275,894	1 385				1	45	46	7	1,400	12	418
195	657,596	3,372 3	1	2	3	8	80	88	17	4,257	11	419
185	277,807	1,502	2	1	3	2	45	47	9	2,076	12	420
194	3,948,014	21,737	39	4	43	35	503	538	36	37,718	12	421
198	410,036	2,119	1	1	2	9	55	64	10	3,300	12	422
200	551,005	2,751	1	0	1	9	63	72	9	3,096	12	423
196	361,565	1,883	1	0	1	9	47	56	9	2,700	12	424
195	358,306	1,841	3	0	3	9	64	73			14	425
176	229,868	1,268	1	0	1	3	28	31	12	1,500	12	425
187	150,117	814	2	0	2	0	24	24	4	1,000	12	427

TABLE 2.—*Statistics of public evening schools in cities of 8,000 or more inhabitants.*

City.	Number of such schools	Number of evenings the schools were in session	Number of teachers.			Number of different pupils enrolled.			Average daily attendance.
			Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10
CALIFORNIA.									
Los Angeles	1	173	3	0	3	166	0	166	56
Sacramento	1	184	1	1	2	128	35	163	35
Oakland *	4	201	5	2	7	727	114	841	153
San Francisco	6	205	17	40	57	3,936	445	4,381	1,696
San Jose	1	120	2	0	2	88	5	93	44
COLORADO.									
Denver—									
District No. 1	1	80	7	0	7	(131)		131	41
District No. 17	1	111	1	1	2	56	6	62	28
CONNECTICUT.									
Bridgeport	3	55, 59	2	1	3	132	47	179	51.3
Hartford	2	50, 77	*6	*8	*14	(641)		511	169
New Britain	1	51	3	6	9	(338)		338	73
New Haven	12	264	(b23)		b22	(1,136)		1,108	338
Waterbury	3	68	2	14	16	(603)		603	29.1
DELAWARE.									
Wilmington	4	66	0	8	8	(162)		162	87
DISTRICT OF COLUMBIA.									
Washington (first six divisions)	11	58	(32)		32	(1,554)		1,554	424
Washington (seventh and eighth divisions)	6	48	6	18	24	(1,353)		1,353	731
GEORGIA.									
Savannah	1	121	5	0	5	(261)		261	130
ILLINOIS.									
Chicago	50	113	183	70	253	11,798	3,135	14,933	5,432
Peoria *	3	60	4	2	6	164	52	216	c130
Springfield	1	100	2	0	2	65	0	65	26
INDIANA.									
Evansville	2	86	4	2	6	95	190	285	142.3
Indianapolis *	1	.....	1	0	1	(c30)		c30	c15
Marion	1	75	1	0	1	25	0	25	12
Muncie	1	40	(2)		2	75	0	75	23
IOWA.									
Cedar Rapids	1	60	2	0	2	75	0	75	50
Davenport	2	78	2	2	4	131	23	154	60
KANSAS.									
Arkansas City *	1	60	0	1	1	43	6	49	19.8
KENTUCKY.									
Louisville	6	85	5	25	30	1,038	328	1,366	754
MAINE.									
Augusta	2	58	*2	*4	*6	(c210)		c 210	142
Biddeford	1	64	2	3	5	141	84	225	93
Lewiston	2	80	5	0	5	125	105	230	207
MARYLAND.									
Baltimore	8	100	17	21	38	(1,413)		1,413	1,200

* Statistics of 1890-'91.
a Average time.
b This number was reduced to 15 before the close of the term.
c Estimated.

TABLE 2.—*Statistics of public evening schools in cities of 8,000 or more inhabitants*—Continued.

City.	Number of such schools.	Number of evenings the schools were in session.	Number of teachers.			Number of different pupils enrolled.			Average daily attendance.
			Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10
MASSACHUSETTS.									
Boston	22	105	(187)		187	(*a*6,003)		*a*6,003	3,588
Brockton*	2	47	4	7	11	271	73	344	233
Brookline	1	84	1	2	3	(123)		123	28
Cambridge	6	50	(46)		46	(1,208)		1,208	472
Chelsea	2	90	3	9	12	(375)		375	165
Chicopee*	2	40	(26)		26	230	248	478	366
Clinton	2	60	2	12	14	221	144	365	141
Everett*	1	80	1	2	3	(140)		140	50
Fall River	14	68-81	25	69	94	2,202	994	3,196	1,566
Fitchburg	4	38-48	6	11	17	219	107	326	149
Framingham	2	50	1	3	4	(121)		121	*b* 61
Haverhill*	4	60	(17)		17	294	150	444	260
Holyoke*	6	40	10	50	60	658	520	1,178	647
Hyde Park	3	82	4	1	5	196	46	242	67
Lawrence	5	*54	20	20	40	603	312	915	452
Lowell	10	73	18	86	104	2,182	1,445	3,627	1,778
Lynn	*13	55	(22)		22	(788)		788	302
Malden	2	80	8	2	10	135	88	223	215
Medford*	1	15	2	4	6	49	36	85	29
Natick	1	35	1	3	4	(75)		75	37
New Bedford	5	58	5	46	51	1,380	662	2,042	678.4
Newburyport	2	30	1	6	7	51	41	92	55
Newton	2	33	4	7	11	125	68	193	21.9
North Adams	9	39	3	14	17	(250)		250	174
Northampton	6	20-60	0	15	15	132	80	212	144
Quincy*	2	11-47	(*b* 9)		*b* 9	(*b* 254)		*a* 254	126.3
Pittsfield*	2	84	3	2	5	90	100	190	107
Salem	4	.....	4	12	16	455	112	567	166
Somerville	4	42	11	9	20	348	85	433	161
Springfield	5	137	7	20	27	737	251	988	382.7
Taunton	6	30-36	13	13	26	410	165	575	157
Waltham	3	145	7	6	13	208	166	374	173
Weymouth	1	60	4	0	4	80	46	126	70
Woburn	1	50	2	2	4	(112)		112	50
Worcester	13	88	24	29	53	745	142	887	651
MICHIGAN.									
Bay City	3	43.60.67	(6)		6	(331)		331	117
Detroit*	9	80	24	25	49	1,706	1,843	3,549	980
Grand Rapids	5	107	6	2	8	(649)		649	140
Muskegon	1	70	3	0	3	85	25	110	55
West Bay City	1	75	1	0	1	27	0	27	18
MINNESOTA.									
Duluth	4	80	4	0	4	(305)		305	77
Minneapolis	12	75	46	0	46	1,546	551	2,097	795
St. Paul	6	100	37	15	52	(2,002)		2,002	*b*644
Winona	4	120	0	4	4	194	60	254	98
MISSOURI.									
St. Louis*	18	60	33	49	82	3,501	418	3,919	1,886
NEBRASKA.									
Nebraska City	1	.....	1	1	2	20	20	40	20
Omaha	4	62	4	0	4	168	75	243	121
Plattsmouth*	1	32	3	0	3	30	5	35	18
NEW HAMPSHIRE.									
Manchester*	8	80	12	11	23	455	320	775	166
Nashua	9	55	4	13	17	215	92	307	229.8
Portsmouth	1	.....	3	2	5	32	21	53	525

* Statistics of 1890–'91. *a* Average number belonging, 5,490. *b* Estimated.

TABLE 2.—*Statistics of public evening schools in cities of 8,000 or more inhabitants*—Continued.

City	Number of such schools.	Number of evenings the schools were in session	Number of teachers.			Number of different pupils enrolled.			Average daily attendance.
			Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10
NEW JERSEY									
Camden	7	72	7	21	28	(1,064)		1,064	353.1
Elizabeth	1	40	1	4	5	103	0	103	73
Harrison	1	80	2	5	7	190	100	290	189
Hoboken*	1	73	(9)		9	(543)		543	189
Jersey City	7	57	7	58	65	(3,500)		3,500	1,128
Millville*	3	65	(12)		12	(294)		294	236
Newark	9	96	40	40	80	3,141	744	3,885	1,706
New Brunswick*	1	36	(5)		5	(131)		131	95
Passaic	1	124	1	4	5	292	192	484	177
Paterson	12	80	*13	*70	*83	2,364	668	3,032	944
Trenton	5	120	2	23	25	*788	*226	*1,014	349
Union	1	40	2	1	3	150	30	180	69
NEW YORK.									
Albany	4	62	4	8	12	359	74	433	261
Auburn	2	66	4	2	6	92	13	105	61
Brooklyn	16	100	217)		217	(12,433)		12,433	4,194
Buffalo	23	41	36	103	139	2,145	1,525	3,670	1,595
Cohoes	*9	*98	0	17	17	(*717)		*717	*267
New York	29	90-120	333	137	470	21,571	7,594	29,165	11,018
Long Island City	5	51 77	5	12	17	700	100	800	306
Rochester	2	129	3	19	22	514	355	869	240
Syracuse	4	55	9	4	13	361	84	445	317
Utica*	2	50	0	8	8	341	35	376	83
Watertown	1	130	0	2	2	35	10	45	15
Yonkers*	2	73	9	5	14	315	107	422	270
OHIO.									
Columbus	7	97	0	7	7	181	56	237	105
Dayton	3		3	0	3	(a 225)		a 225	a 100
Hamilton	2	80	2	3	5	14	9	23	13
Piqua	1	80	1	0	1	12	18	30	a 14
Sandusky	3	90	0	3	3	91	12	103	a 48
Springfield*	1	120	1	2	3	112	11	123	41 4
Steubenville	3	128	0	5	5	137	14	151	64.4
Tiffin	1	100	1	0	1	19	0	19	12
Toledo b	1	24	2	0	2	30	20	50	40
Youngstown	11	70	5	6	11	*300	*150	*450	220
OREGON									
Portland	1	100	3	1	4	231	71	302	122.9
PENNSYLVANIA									
Allentown	2	80	1	1	2	37	57	94	44
Altoona	8	100	8	0	8	296	131	427	200
Dunmore*	4	60	0	4	4	140	0	140	120
Easton	3	117	3	0	3	121	0	121	44
Erie	1	77	2	4	6	303	62	365	87.3
Lancaster	4	120	2	8	10	221	119	340	134
Philadelphia	54	72	(339)		339	(16,305)		16,305	5,238
Pittsburg*	23	40	10	55	65	(2,503)		2,503	a 931
Pittston	7	80	1	6	7	(205)		205	144
Plymouth*	3	60	3	0	3	150	0	150	75
Pottsville*	4	60	2	2	4	120	30	150	75
Scranton	44	80	15	29	44	1,770	245	2,015	1,310
Shenandoah	5	80	1	5	6	306	0	306	146
Wilkes Barre	12	80	11	1	12	505	0	505	230
RHODE ISLAND.									
Central Falls	1	51	3	7	10	(306)		306	64
Newport	1	59	0	9	9	81	68	149	45
Pawtucket	6	49	30	20	50	631	238	869	342
Providence	15	70	58	164	222	3,196	1,204	4,400	1,751
Woonsocket	5	50	18	31	49	501	316	817	249

*Statistics of 1890-91. a Estimated. b A manual training school.

TABLE 2.—*Statistics of public evening schools in cities of 8,000 or more inhabitants*—Continued.

City	Number of schools.	Number of evenings the schools were in session.	Number of teachers.			Number of different pupils enrolled.			Average daily attendance.
			Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10
TEXAS.									
Denison	1	68	2	0	2	19	5	24	13
UTAH.									
Salt Lake City	1	115	2	0	2	82	18	100	43.5
VERMONT.									
Burlington*	2	83	2	0	2	73	4	77	27
VIRGINIA.									
Norfolk	3	180	3	0	3	190	0	190	100
Richmond	6	77	3	5	8	153	0	153	70
WASHINGTON.									
Seattle	1	192	1	1	2	171	22	193	46.1
WISCONSIN.									
Ashland	1	90	1	0	1	20	15	35	15
Milwaukee	23	25–37	*a* 39	*a* 33	*a* 72	2,093	600	2,693	1,062
Oshkosh	1	90	2	0	2	110	23	133	45
Sheboygan	14	48	8	10	18	(*b* 700)		*b* 700	*b* 220
Superior	10	60	10	0	10	424	90	514	274
Wausau	3	60	1	2	3	87	2	89	50

*Statistics of 1890-'91. *a* Average number. *b* Estimated.

LIST OF CITIES CONTAINING OVER 8,000 INHABITANTS, CONCERNING WHICH NO SCHOOL DATA ARE AT HAND.

Anniston and Mobile, Ala.
Pine Bluff, Ark.
Alameda, Cal.
Leadville, Colo.
Jacksonville, Fla.
Augusta, Ga.
Alton, Joliet, and Streator, Ill.
Anderson and Madison, Ind.
Pittsburg, Kans.
Bowling Green, Ky.
Baton Rouge, La.
Cumberland, Md.
New Brighton, Edgewater, and Johnstown, N. Y.
Asheville, Charlotte, Newbern, Raleigh, Wilmington, and Winston, N. C.
Ashtabula, Ohio.
Olneyville, R. I.
Marinette, Merrell, Stevens' Point, and Watertown, Wis.

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1891-'92.		
		Cash value estimated with the assessment as a basis.	Assessed value.		From State apportionment of taxes.	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	ALABAMA.						
1	Birmingham	$30,000,000	$18,000,000	$250,000	$11,555	$61,170	.....
2	Huntsville	.....	.....	5,000	1,792	1,859	.....
3	Montgomery	10,000,000	10,000,000	100,000	4,400	15,000	.....
	ARKANSAS.						
4	Fort Smith	12,000,000	4,030,000	100,000	2,800	10,000	$1,300
5	Hot Springs	8,750,000	3,500,000	50,000	3,000	14,000	2,000
6	Little Rock	17,708,790	10,635,274	258,000	11,078	48,786	0
	CALIFORNIA.						
7	Fresno	11,350,000	7,500,000	100,000	3,589	16,229	12,736
8	Los Angeles	137,047,317	45,682,439	724,320	106,253	59,537	31,800
9	Oakland*	40,371,035	40,371,035	1,002,970	111,063	80,423	44,029
10	Sacramento	14,000,000	14,000,000	267,500	37,324	38,196	18,802
11	San Diego	22,500,000	15,000,000	203,862	19,101	45,616	15,499
12	San Francisco	311,566,070	311,566,070	4,932,754	705,926	485,580	.....
13	San Jose	19,992,114	19,992,114	236,450	38,975	16,906	19,907
14	Stockton	16,983,844	12,737,883	232,271	21,193	1,371	11,480
	COLORADO.						
15	Colorado Springs	17,136,180	5,712,060	183,000	9,664	.....	39,067
	Denver						
16	District No. 1	184,505,895	61,501,965	2,000,000	99,112	172,575	.....
17	District No. 2	28,423,333	8,527,000	500,000	10,400	62,328	14,072
18	District No. 17	21,600,000	7,200,000	328,500	.....	51,383	35,467
	Pueblo						
19	District No. 1	8,980,412	8,980,412	250,000	20,811	29,530	4,091
20	District No. 20	18,203,648	7,281,459	300,000	.....	.....	.....
	CONNECTICUT.						
21	Ansonia	.....	2,909,923	a90,000	5,189	78,108	0
22	Bridgeport	.....	24,880,915	629,389	29,029	180,716	.....
23	Danbury*	.....	.....	.....	.....	.....	.....
24	Hartford	.....	.....	c) 451,000	23,416	d65,371	e105,793
25	Meriden	.....	.....	345,910	(90,171)		e8,651
26	Middleton*	.....	.....	80,000	3,868	17,596	.....
27	New Britain	.....	.....	263,000	.....	.....	.....
28	New Haven	50,998,005	50,998,005	c922,904	43,557	d62,756	e170,637
29	New London	2,669,667	2,000,000	188,000	5,078	27,000	.....
30	Norwalk	*15,421,682	*6,168,673	115,300	7,848	d25,514	e12,265
31	Norwich*	.....	.....	167,000	6,996	20,368	0
32	Stamford*	8,468,144	8,468,144	c140,500	7,384	35,264	.....
33	Waterbury	.....	10,000,000	420,000	18,497	92,259	.....
34	Willimantic	.....	.....	.....	.....	.....	.....
	DELAWARE.						
35	Wilmington	34,323,649	34,323,649	551,817	11,975	139,727	0
	DISTRICT OF COLUMBIA.						
	Washington:						
36	First six divisions*	.....	.....	.....	.....	.....	.....
37	Seventh and eighth divisions.*	.....	.....	777,500	191,169	191,170	0
	FLORIDA.						
38	Key West	.....	.....	*20,000	4,724	.....	9,665
39	Pensacola	7,572,000	3,028,800	40,000	.....	.....	.....

* Statistics of 1890-'91

a The expenses of evening schools are included in columns 14 and 15

b Accounts of evening schools are not kept separate.

c Value of sites and buildings only.

public school systems of cities of over 8,000 inhabitants.

Receipts for the school year 1891–'92.		Total sum available for use during the year.	Expenditures for the school year 1891–'92.					
From all other sources.	Total.		Permanent investments and lasting improvements	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools	Total	
8	9	10	11	12	13	14	15	
$3,365	$76,080	$80,340	$33,962	$43,231	$10,352	.....	$87,545	1
292	3,943	3,943	456	3,166	321	0	3,943	2
3,444	22,844	23,011	.....	.....	.....	.....	22,658	3
25,500	30,300	42,300	9,000	28,000	4,000	0	41,000	4
.....	19,000	19,000	.....	15,000	.....	.....	16,000	5
0	59,864	63,100	10,259	37,056	8,599	0	55,914	6
.....	37,554	.....	2,532	26,201	7,417	.....	36,150	7
1,219	196,809	204,106	38,121	147,118	28,001	$970	214,210	8
4,462	239,977	260,243	36,711	162,851	49,399	4,500	253,461	9
503	94,825	135,194	5,316	76,988	24,381	930	107,515	10
294	90,510	98,283	15,129	54,136	.....	.....	66,714	11
6,941	1,198,447	1,252,734	71,372	a830,628	$134,089	(b)	1,036,089	12
575	76,413	103,981	4,402	63,622	18,467	[redacted]	87,307	13
5,452	39,497	77,617	11,639	45,276	14,016	0	70,932	14
10,935	49,666	156,967	77,211	38,719	18,181	0	134,111	15
111,710	383,398	422,100	145,185	a150,805	a44,735	(b)	340,345	16
1,038	117,839	241,739	72,063	70,095	28,350	.....	170,508	[redacted]
194	87,044	90,109	7,121	a44,449	a17,120	(b)	68,690	18
8,528	62,958	165,809	18,029	39,110	34,328	.....	91,466	19
.....	45,814	103,324	.....	.....	.....	.....	56,764	20
0	83,397	83,397	52,138	22,063	9,164	.....	[redacted]	21
2,063	211,807	211,807	88,000	91,251	32,153	403	211,807	22
.....	.....	.....	.....	.....	.....	.....	.....	23
21,142	228,722	228,722	133,500	143,223	91,050	.....	367,772	24
3,485	72,307	72,307	.....	50,861	24,476	.....	75,337	25
7,395	28,800	31,937	206	13,477	11,968	0	25,651	26
.....	.....	37,596	.....	.....	.....	.....	37,596	27
3,315	280,265	431,119	39,621	212,900	78,790	2,843	333,154	28
6,678	39,666	60,006	25,500	22,772	10,000	.....	58,272	29
[redacted]	47,208	47,208	.....	30,857	.....	.....	*46,115	30
1,000	.....	28,364	.....	20,070	8,294	.....	28,364	31
1,128	.....	.....	.....	30,922	12,834	.....	43,756	32
1,914	112,670	213,670	7,650	59,347	46,465	2,276	115,746	33
.....	.....	.....	.....	.....	.....	.....	.....	34
1,497	153,199	165,573	21,684	94,573	37,757	620	154,211	35
.....	.....	.....	65,135	398,568	73,725	3,626	541,074	36
0	382,339	382,339	187,663	150,925	40,888	2,843	382,339	37
886	14,645	16,924	864	12,063	2,007	.....	15,564	38
.....	.....	.....	3,300	11,019	1,300	0	15,619	39

d From town treasury.
e From district taxes.

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1891-92.		
		Cash value estimated with the assessment as a basis.	Assessed value		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	GEORGIA.						
40	Athens	$6,335,822	$6,335,822	$30,000	$3,884	$10,900	$9,740
41	Atlanta*	97,415,900	48,707,950	251,515	26,278	107,420	
42	Brunswick			50,000	5,337	8,000	2,000
43	Columbus	18,750,000	15,000,000	160,000	6,698	13,680	956
44	Macon a			*161,000			
45	Savannah	30,783,188	30,783,188	400,000	22,018	79,862	10,730
	ILLINOIS.						
46	Aurora (East Side)	9,200,000	2,300,000	160,000	3,125	27,628	6,419
47	Belleville	8,853,620	2,213,405	129,300	4,041	31,321	
48	Bloomington	17,226,220	3,445,244	315,000	5,668	45,843	
49	Cairo	5,004,289	1,668,289	87,630	2,512	0	16,775
50	Chicago	1,204,698,063	256,599,574	11,000,000	246,674	4,425,606	0
51	Danville	8,333,980	2,083,490	200,000	3,037	(30,289)	
52	Decatur	9,748,000	2,437,000	163,714	4,804	40,920	
53	East St. Louis	8,973,120	2,243,280	120,000			
54	Elgin						
55	Freeport	6,397,500	1,825,000	95,739	2,966	30,754	
56	Galesburg	10,938,876	2,734,719	151,183	3,422	35,204	
57	Jacksonville*			152,650	3,213	35,077	
58	Kankakee	3,656,035	731,207	90,000	1,981	25,513	
59	Lasalle*		850,000	55,000	2,000	17,000	
60	Moline	5,259,063	*1,753,021	*200,000			
61	Ottawa	5,147,294	1,286,824	56,500	2,868	(28,	
[redacted]	Peoria*	25,213,445	7,242,689	500,000	10,256	102,889	
63	Quincy	24,879,160	4,975,832	218,250	7,721	59,963	1,541
64	Rock Island	8,747,936	2,249,312	165,000	3,568	54,301	
65	Rockford	26,832,469	5,962,771	225,000	5,038	53,406	
66	Springfield	17,083,302	5,694,434	216,900	6,221	73,840	32
	INDIANA.						
67	Elkhart*	5,097,350	5,097,350	134,000	9,711	19,509	
68	Evansville*			414,500			
69	Fort Wayne*	18,000,000	18,000,000	274,400	36,738		47,374
70	Indianapolis*	87,308,835	58,205,890	1,014,986	99,909	130,981	31,039
71	Jeffersonville	2,000,000	2,000,000	75,000	*36,749		*22,020
72	Kokomo	7,052,413	5,289,310	76,300	10,087	34,317	
73	Lafayette						
74	Logansport	7,500,000	7,500,000	160,000			
75	Marion	9,333,333	7,000,000	146,000	10,740		25,712
76	Michigan City	8,764,007	2,820,800	65,500	15,521	7,901	0
77	Muncie	5,247,120	5,247,120	209,000	8,405	13,666	15,709
78	New Albany	10,740,155	10,740,155	170,000			
79	Richmond	10,755,099	10,755,099	255,000			
80	South Bend*	15,661,675	6,224,670	184,000	17,150		22,727
81	Terre Haute	18,332,695	18,332,695	353,667	52,560	6,830	50,927
82	Vincennes*	4,335,890	4,335,890	65,000			
	IOWA.						
83	Burlington	15,750,000	4,500,000	150,000	10,000	71,400	
84	Cedar Rapids	14,000,000	3,500,000	250,000	7,981		64,233
85	Clinton		2,000,000	160,000	2,956	36,189	
86	Council Bluffs	14,028,125	5,611,250	325,000	8,468		71,190
87	Davenport	14,550,420	4,850,140	315,000	11,313	80,613	
	Des Moines						
88	East Side	7,619,375	3,047,750	253,000	2,581	56,778	1,693
89	West Side	22,308,200	8,923,280	487,000	11,430	105,696	
90	Dubuque	49,425,987	19,770,395	230,000	11,564	71,301	0
91	Fort Madison*						

*Statistics of 1890-91.

a The schools of the city, suburbs, and country districts are operated under the county system, and it is not practicable to separate the financial matters.

public school systems of cities of over 8,000 inhabitants—Continued.

Receipts for the school year 1891–92.		Total sum available for use during the year.	Expenditures for the school year 1891–92.					
From all other sources.	Total.		Permanent investment and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.	
8	9	10	11	12	13	14	15	
	$15,758	$15,758	$9,000	$13,147	$2,611	0	$24,758	40
$1,407	135,105	140,635	18,761	94,965	25,734		139,460	41
	15,337						15,000	42
4,193			22,000	19,833	3,800		45,633	43
							35,000	44
	112,611	113,564	26,749	79,757	6,991		113,497	45
8,083	45,256	56,603		28,009	9,947		37,956	46
509	35,871	48,561	2,007	30,307	7,961		40,275	47
818	52,319	67,492	2,472	39,861	10,875	0	53,208	48
	19,257	34,085	16,166	14,255	4,470	0	34,891	49
316,752	4,989,124	5,572,993	995,304	2,555,221	954,446	$101,165	4,506,736	50
60	42,386	48,440		36,785	13,854		49,639	51
133	45,857	54,105	12,070	29,971	9,231	0	51,272	52
				23,252	9,381		32,633	53
								54
376	33,496	44,103	11,808	21,220	9,024		42,152	55
	38,626		1,042	25,982	6,249		34,273	56
136	38,436	49,217	1,865	21,905	4,869	0	28,639	57
[illegible]	28,297	36,891	951	13,850	5,813		20,614	58
	19,000		13,000	12,840	3,700	0	29,340	59
				28,808	12,944		41,752	60
221	31,758	42,474	278	23,470	18,726		42,474	61
3,107	116,254	231,450	27,369	b 78,520	b 18,925	(b)	124,814	62
164	69,398	82,535	31,988	39,397	11,263		82,648	63
7,276	66,045	125,705	28,000	30,901	13,701		72,602	64
1,363	59,807	60,136	1,009	44,125	14,434	0	59,568	65
1,524	81,667	100,382	10,290	54,600	8,807	400	74,097	66
113	29,233	40,070	3,154	21,493	4,152		c 30,432	67
	121,099	146,257		88,985		1,510	118,715	68
7	84,119	159,376	29,233	60,023	11,824		101,079	69
[illegible]	269,336	534,722	56,012	216,134	80,114		352,260	70
	*58,379	*58,379		*19,835			*34,872	71
	44,404	57,496	19,958	16,528	8,946		45,427	72
								73
	27,106	36,823	7,000	18,917	6,536	0	32,453	74
789	27,247	72,400		19,476	17,445		44,923	75
81	23,503	40,098	1,500	12,009	6,085	0	19,594	[illegible]
	37,780	70,285	1,306	24,441	17,896		43,645	77
		82,381	18,300	30,522	6,018		54,844	78
	70,941	116,226	9,464	36,227	13,367		59,058	79
6,506	46,363	72,705	12,358	28,204	9,736		50,298	80
2,616	112,983	142,994	17,401	73,282	19,597	0	111,280	81
	14,321	46,232	12,048	12,537	2,812	0	27,397	82
								83
	81,400	137,970	40,740	50,802	25,289		116,891	83
236	72,150	174,064	50,000	38,589	21,812		110,401	84
[illegible]	39,546	46,206		26,730	14,878		41,608	85
6,104	85,764	135,846	8,055	47,305	35,669		91,029	86
6,084	97,910	138,028	13,532	[illegible]	31,667	500	[illegible]	87
	61,001	71,190	13,724	35,275	24,224	0	73,223	88
2,949	119,666	130,519	5,568	72,212	42,739		120,519	89
6,502	69,366	[illegible]	20,392	48,946	15,707	0	85,545	90
				9,713				91

b The accounts of the evening schools are not kept separate
c The sum of the item reported is $28,799.

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City.	Total taxable property in the city		Estimated actual value of all public property used for school purposes	Receipts for the school year 1891-'92		
		Cash value estimated with the assessment as a basis	Assessed value.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	IOWA—continued						
92	Keokuk	$5,417,881	$3,250,729	$140,000	*$6,033	*($35,165)	
93	Marshalltown	4,618,077	1,539,359	118,000	2,663	40,474	
94	Muscatine	6,885,287	2,754,215	115,000	4,069	31,961	
95	Ottumwa			150,000			
96	Sioux City			716,000	14,980	(82,578)	
	KANSAS.						
97	Arkansas City*		1,464,612	125,000	2,300	30,757	0
98	Atchison	9,576,400	1,353,120	196,000	4,795	34,832	
99	Fort Scott			119,000			
100	Hutchinson	4,059,380	1,353,120	105,500	2,635	31,380	0
101	Kansas City	30,304,000	7,561,000	275,000	11,668		65,553
102	Lawrence	7,484,580	1,871,145	145,000	3,587	24,484	
103	Leavenworth	16,200,000	5,400,000	190,000	7,041	38,388	
104	Topeka	*36,104,460	*10,315,560	350,000	*11,072	(95,433)	
105	Wichita	23,493,783	7,048,425	258,400	7,397	(82,479)	
	KENTUCKY.						
106	Covington	17,000,000	17,000,000	205,840	30,406	39,458	
107	Henderson*		3,000,000	90,000	6,000	10,000	
108	Lexington	*5,000,000	*5,000,000	150,000	18,422	15,750	
109	Louisville	114,980,307	86,160,230	1,180,527	157,764	248,655	0
110	Newport*	7,800,000	7,800,000	225,000	17,480	20,169	
111	Owensboro	5,463,447	3,278,068	85,000	6,882	23,797	0
112	Paducah*	5,125,000	5,125,000	92,600	11,300	11,500	400
	LOUISIANA.						
113	New Orleans	195,000,000	130,000,000	1,000,000	32,000	196,000	7,500
114	Shreveport*	8,000,000	4,000,000	15,000			
	MAINE.						
115	Auburn			100,000	7,836	20,500	
116	Augusta			*90,000	6,826	12,962	c7,720
117	Bangor	11,163,061	11,169,061	125,000	10,967	37,300	0
118	Bath	9,207,705	6,138,470	150,000	6,227	14,950	0
119	Biddeford	12,615,260	6,307,630	110,000	9,336	20,000	
120	Lewiston	151,849,107	113,886,830	260,000	17,980	30,306	
121	Portland	36,583,295	36,583,295		18,950	16,895	
122	Rockland	4,578,585	4,578,585	52,347	5,268	11,500	0
	MARYLAND.						
123	Baltimore	282,720,820	282,720,820	2,680,717	184,697	988,140	0
124	Frederick						
125	Hagerstown*	6,525,000	4,350,000	45,000	4,137	0	7,100
	MASSACHUSETTS.						
126	Adams	3,961,000	3,961,000	112,000			
127	Amesbury	4,522,188	4,522,188				
128	Beverly*	13,186,755	13,186,755	174,400		29,000	
129	Boston			b8,950,000			
130	Brockton*	17,477,847	17,477,847			73,600	
131	Brookline	50,729,500	50,729,500	427,000		74,000	0
132	Cambridge	70,581,670	70,581,670			371,581	
133	Chelsea	18,960,300	18,960,300	444,200	0	86,073	0
134	Chicopee*	6,377,070	6,377,070				
135	Clinton	6,258,940	6,258,940	132,900	0	28,506	0
136	Everett*	8,317,600	8,317,600	200,000		36,000	0
137	Fall River	54,281,930	54,281,930	751,000		209,538	

* Statistics of 1890-'91.

b The accounts of the city schools are not kept separate from those of the county.

public school systems of cities of over 8,000 inhabitants—Continued.

Receipts for the school year 1891–'92.		Total sum available for use during the year	Expenditures for the school year 1891–'92.					
From all other sources.	Total		For permanent investments and lasting improvements.	For salaries of teachers and supervising officers	Current and incidental expenses.	For evening schools	Total.	
8	9	10	11	12	13	14	15	
*$210	*$41,406	*$41,998	*$840	*$29,335	*$10,976	*0	*$41,151	92
1,193	44,336	58,509	260	2,494	13,591	0	42,685	93
228	36,257	36,758	.....	26,492	10,951	.....	37,443	94
.....	.....	.....	.....	.....	.....	.....	*62,000	95
103	97,570	199,211	72,082	66,655	40,878	0	179,616	96
100	33,157	85,157	52,000	18,000	12,000	$125	82,125	97
1,514	41,147	43,877	.....	22,759	12,178	.....	34,938	98
.....	.....	.....	.....	23,916	.....	.....	28,362	99
0	34,515	37,463	37	17,918	12,940	.....	30,895	100
207	77,428	77,428	.....	37,293	9,607	.....	46,900	101
2,846	30,917	33,201	60	19,951	9,043	.....	29,054	102
3,823	49,252	56,354	.....	a36,681	a9,993	.....	46,674	103
*1,496	*106,001	*111,286	.....	62,412	*7,926	*0	142,392	104
1,061	90,937	97,226	112	60,123	26,700	.....	86,935	105
1,502	71,366	100,847	7,500	59,000	9,856	.....	76,356	106
500	16,500	16,500	.....	14,000	1,500	.....	15,500	107
.....	34,172	34,172	0	36,330	4,033	0	40,363	108
8,504	414,923	550,720	85,729	290,222	93,500	6,601	497,052	109
.....	37,658	62,658	26,370	23,425	3,863	0	53,658	110
833	31,512	38,071	9,311	14,230	2,589	0	26,130	111
1,225	27,425	27,425	6,500	17,149	2,941	.....	26,590	112
.....	235,500	.....	.....	*215,000	.....	.....	235,500	113
.....	19,300	19,300	10,000	8,800	500	0	19,300	114
.....	28,336	28,336	2,000	21,000	5,336	.....	28,336	115
.....	27,468	27,468	1,196	17,835	8,693	236	27,762	116
798	49,085	49,085	835	34,970	12,666	0	48,471	117
138	21,215	21,215	0	15,642	5,570	0	21,212	118
.....	29,356	29,356	.....	23,706	6,770	525	31,003	119
127	47,280	48,280	2,680	28,694	16,773	1,200	49,347	120
455	136,300	144,109	30,953	77,912	*35,244	.....	144,109	121
40	16,806	19,966	.....	14,248	3,107	.....	17,356	122
3,647	1,176,484	1,176,484	191,175	743,807	237,586	3,916	1,176,484	123
.....	.....	.....	.....	.....	.....	.....	.....	124
0	11,297	11,297	580	10,237	380	.....	11,297	125
.....	.....	.....	1,500	13,000	6,000	.....	26,500	126
.....	.....	.....	.....	.....	.....	.....	15,168	127
634	29,634	29,634	.....	16,809	11,081	.....	27,890	128
.....	.....	.....	.....	.....	.....	38,593	*2,120,546	129
1,366	74,266	74,276	.....	60,328	12,332	1,615	74,275	130
.....	.....	74,600	.....	43,575	31,445	519	75,539	131
1,427	373,009	373,009	118,145	200,846	52,553	1,462	373,006	132
2,780	87,854	87,853	1,792	63,167	21,756	1,138	87,853	133
.....	.....	.....	13,836	.....	.....	.....	34,329	134
0	28,500	28,500	.....	18,588	9,259	577	28,424	135
265	35,456	61,556	27,620	22,550	10,585	450	61,305	136
4,540	214,078	215,328	22,135	130,708	49,653	11,528	214,024	137

a Value of sites and buildings.

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City	Total taxable property in the city.		Estimated actual value of all public property used for school purposes	Receipts for the school year 1891-'92.		
		Cash value estimated with the assessment as a basis.	Assessed value		From State apportionment or taxes	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	MASSACHUSETTS—continued.						
138	Fitchburg	$22,754,000	$17,085,545	$336,288	0	$77,545	0
139	Framingham	*7,861,630	*7,861,630				
140	Gloucester	16,950,934	14,213,021	258,200		64,447	
141	Haverhill*	17,870,772	17,870,772				
142	Holyoke*	30,591,920	22,943,940	305,912	0	82,835	$1,503
143	Hyde Park	7,725,590	7,725,590	115,000		40,420	
144	Lawrence	*30,512,000	*30,512,000	*880,000		90,000	
145	Lowell	64,088,275	64,088,275	884,470	0	185,601	0
146	Lynn	44,706,872	44,706,872	*657,000	0	174,163	0
147	Malden	18,727,280	18,727,280	400,446	0	83,414	0
148	Marlboro*	10,055,523	6,284,638	160,194	897	44,373	0
149	Medford*	14,898,339	9,932,226	200,000	90	47,580	0
150	Melrose*	6,724,705	6,724,705				
151	Natick	5,573,850	5,573,850		0	30,300	0
152	New Bedford	38,518,943	38,518,943	577,000	0	100,382	0
153	Newburyport	9,702,058	9,702,058	95,000	139	25,679	0
154	Newton			616,600	0	128,076	2,781
155	North Adams	9,024,295	6,016,197	172,800	* 0	40,300	472
156	Northampton	10,000,000	10,000,000	155,000		41,144	986
157	Peabody	9,921,600	7,441,200	150,000		30,500	
158	Pittsfield*	11,429,939	11,429,939	216,550		51,000	
159	Quincy*	14,427,030	14,427,030			64,925	
160	Salem	26,427,876	26,427,876	383,300		100,130	1,868
161	Somerville	36,843,400	36,843,400	623,308	0	160,423	0
162	Springfield	48,329,634	48,329,634	864,495		249,294	
163	Taunton	18,313,350	18,313,350	320,000	0	81,081	0
164	Waltham	15,210,714	15,210,714	258,200	0	60,406	0
165	Weymouth	6,534,740	6,534,740	160,000	70	40,000	8,500
166	Woburn	9,130,000	9,130,000	100,000	199	40,279	0
167	Worcester	77,635,908	77,635,908	1,365,345	0	301,480	0
	MICHIGAN.						
168	Adrian	3,500,000	3,500,000	125,000	3,569	19,234	
169	Alpena	6,000,000	4,000,000	75,000	5,226	24,856	11,048
170	Ann Arbor	6,452,500	6,452,500	206,000	4,300	28,150	6,452
171	Battle Creek	8,750,050	4,375,025	223,000	5,588	46,053	
172	Bay City	*10,236,005	*10,235,005	*206,000	13,558	53,500	
173	Detroit*	250,643,300	175,450,310	1,762,750	95,755	390,217	
174	Flint	4,144,492	4,114,492	135,000	3,877	26,093	
175	Grand Rapids	71,558,457	23,852,819	1,067,040	25,863	185,740	20,693
176	Iron Mountain	4,800,000	[illegible]	*40,000		33,603	2,256
177	Ironwood						
178	Ishpeming*			81,000			
	Jackson.						
179	District No. 1	5,078,870	5,078,870	125,000	9,143	23,995	(1,131)
180	District No. 17	2,775,000	1,850,000	75,000	3,570	17,640	
181	Kalamazoo	11,328,247	7,552,165	300,000	7,823	44,206	1,225
182	Lansing	7,000,000	7,000,000	135,500	5,200	45,202	
183	Manistee	4,725,038	4,725,038	110,000	6,084	28,986	0
184	Marquette			105,000	6,809	25,500	
185	Menominee	4,575,000	2,745,000	80,000	5,647	24,759	993
186	Muskegon			400,000	11,291	81,994	139
187	Port Huron	8,470,000	5,082,000	110,000	13,364	23,400	
	Saginaw:						
188	East Saginaw*	14,631,068	11,123,300	200,103	14,113	85,134	643
189	West Saginaw*			103,471			
190	West Bay City	6,400,000	3,200,000	150,000	9,079	3,210	34,695
	MINNESOTA.						
191	Duluth			1,200,000			
192	Mankato	7,617,875	3,046,350	108,500	6,394	2,905	16,149
193	Minneapolis	239,816,410	140,289,846	2,250,000	92,280	520,439	12,702

* Statistics of 1890-'91

public school systems of cities of over 8,000 inhabitants—Continued.

Receipts for the school year 1891-'92.		Total sum available for use during the year	Expenditures for the school year 1891-'92.					
From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.	
8	9	10	11	12	13	14	15	
$183	$77,728	$97,728	$22,203	$61,850	$21,296	$1,629	$97,728	138
		45,200	a15,000	(a15,000)		a750	a 45,200	139
	64,447	64,447		49,741	14,706		64,447	140
							78,334	141
148	84,486	84,486	1,844	63,267	15,606	3,769	84,486	142
	40,420	41,010	2,499	26,463	10,695	841	40,498	143
178	90,178	90,178		74,387	21,898	2,031	98,316	144
3,427	149,028	456,028	67,615	149,409	70,554	20,561	308,139	145
837	175,000	175,000	7,350	117,172	48,146	2,332	175,000	146
0	83,414			57,191	26,223	1,701	85,115	147
133	44,603	44,603	6,987	27,285	10,331		44,603	148
0	47,670	47,670	20,234	31,853	14,843	196	67,126	149
			25,528				55,129	150
180	30,480	30,480	1,919	21,000	6,646	294	29,863	151
4,292	164,674	167,709	34,962	84,823	33,235	6,486	159,486	152
894	26,712	26,712	1,000	20,528	4,932	252	26,712	153
	130,857	130,857	6,350	97,990	25,706	806	130,857	154
0	40,772	40,772	1,946	24,537	13,437	981	40,901	155
461	42,571	42,571	0	31,494	9,674	1,352	42,520	156
887	31,387	31,387		23,448	11,398	0	34,844	157
	51,000	51,000	2,222	37,730	10,533	501	50,986	158
	64,925	64,925		45,695	17,075	2,067	64,838	159
513	102,511	102,511	4,726	71,920	23,562	2,303	102,511	160
0	160,423	253,765	93,766	112,332	43,274	1,849	251,216	161
1,161	250,455	250,455	37,294	113,447	45,381	3,180	250,102	162
0	81,081	81,081	0	59,989	24,472	1,620	86,081	163
0	60,406	60,406	10,500	50,565	15,172	2,000	78,237	164
878	49,448	50,585	3,703	27,248	8,585	228	39,864	165
0	40,478	40,951	0	34,576	5,151	648	40,375	166
947	302,407	302,407	131,462	206,913	79,560	6,869	425,794	167
624	25,461			15,739	7,186		22,925	168
	41,127	41,127	18,265	13,916	4,938	0	37,119	169
3,427	47,329	47,329	3,471	29,964	9,612		43,047	170
619	52,560	52,688	4,139	30,671	18,373		43,183	171
468	67,526	67,526	4,713	45,311	16,263	663	66,989	172
6,701	492,673	580,160	88,203	336,291	136,735	19,919	572,148	173
1 356	31,925			18,088	9,198		27,286	174
15,644	247,940	514,403	108,473	155,762	68,799	1,034	329,068	175
462	36,223	94,789	40,201	13,711	6,909		60,821	176
								177
				13,725			28,742	178
(1,131)	36,229	37,774	1,529	24,705	6,571	60	32,865	179
50	31,260	41,260	20,000	12,150	7,340	0	39,490	180
12,698	66,144	113,220	60,041	33,627	18,876		112,544	181
1,974	62,376	75,613	6,221	24,328	15,515		46,074	182
279	42,249	45,937	1,725	25,147	15,512		42,387	183
6	32,345	32,345	4,070	16,862	11,413	0	32,345	184
960	22,267	30,632	1,326	16,956	6,127		24,409	185
4,782	96,156	141,284	58,060	53,710	28,926		140,696	186
512	35,266	61,068	200	19,375	13,482		33,057	187
1,735	101,475	108,975	29,356	59,705	15,424		104,487	188
				30,639			46,728	189
294	47,378	57,378	0	27,289	24,031	90	51,410	190
								191
466	37,916	54,427	15,066	*52,410	7,817		38,423	192
29,057	694,116	925,512	43,116	402,896	121,012	7,802	574,856	193

a Approximately

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes	Receipts for the school year 1891-'92.		
		Cash value estimated with the assessment as a basis	Assessed value.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	MINNESOTA -cont'd.						
194	St. Cloud			325,000			
195	St. Paul	$184,500,000	$123,000,000	2,551,800	$183,879	$139,675	
196	Stillwater*	7,500,000	5,000,000	180,000	4,311	33,697	659
197	Winona	16,653,325	11,739,994	400,000	10,984	38,501	6,309
	MISSISSIPPI						
198	Natchez	4,158,553	4,158,553	40,000	4,019	9,086	0
199	Vicksburg	4,500,000	4,500,000	33,000	3,000	16,914	1,974
	MISSOURI.						
200	Carthage		2,045,364	100,000			
201	Hannibal	8,125,000	3,250,000	77,900			
202	Joplin*	2,913,207	971,069	75,000	5,963		17,048
203	Kansas City	735,000,000	150,000,000	1,500,000	64,234		337,219
204	Moberly	3,500,00	1,400,000	75,000	5,076	11,801	
205	Nevada		1,621,088	50,000			
206	St. Joseph	72,000,000	24,000,000	420,335	25,425	113,587	6,356
207	St. Louis*	245,932,200	245,932,200	3,287,411	109,038	944,170	18,101
208	Sedalia*		2,663,100	135,000	4,562	32,200	
209	Springfield	21,448,848	7,149,616	150,000		30,922	11,549
	MONTANA.						
210	Butte City	15,195,000	15,195,000	405,430			71,125
211	Helena	19,000,000	19,000,000	432,000			70,156
	NEBRASKA.						
212	Beatrice	6,971,130	1,394,226	98,500	1,901	13,367	15,277
213	Grand Island				(24	277)	12,962
214	Hastings	3,600,000	800,000	125,000	3,412	8,166	
215	Kearney	7,003,500	1,400,700	150,000	3,100	18,208	0
216	Lincoln*	5,000,000	5,000,000	391,000	[illegible]	96,396	1,378
217	Nebraska City	3,000,000	1,000,000	85,000			
218	Omaha	105,000,000	21,000,000	1,278,795	31,239	356,568	3,725
219	Plattsmouth*			30,000	2,868	6,474	6,668
220	South Omaha	10,000,000	2,000,000	150,000	3,947		
	NEVADA.						
221	Virginia City			50,575			65,782
	NEW HAMPSHIRE.						
222	Concord*			252,000			
223	Dover	9,105,206	9,105,206	175,000	1,995	29,380	
224	Manchester*	24,812,492	24,812,492	420,800	5,288	93,108	
225	Nashua	19,000,000	19,000,000	220,395	3,988	46,250	
226	Portsmouth	7,585,778	7,585,778	100,000	1,540	25,000	4,000
	NEW JERSEY.						
227	Atlantic City*			125,000			
228	Bayonne	10,353,353	10,353,353	175,000	18,463	32,430	
229	Bridgeton*			37,000			
230	Camden	31,386,963	31,386,963	630,000	67,579	116,700	
231	Elizabeth	15,578,500	15,578,500	218,000	[illegible]	93,500	0
232	Harrison	5,000,000	2,500,000	25,000	10,125	3,500	
233	Hoboken*	30,037,411	21,021,190	158,500			
234	Jersey City			914,930	269,416	181,813	
235	Millville*			46,100			
236	Morristown			70,000	10,381	13,500	

*Statistics of 1890-'91.

public school systems of cities of 8,000 inhabitants—Continued

Receipts for the school year 1891–'92.		Total sum available for use during the year.	Expenditures for the school year 1891–'92					
From all other sources.	Total		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total	
8	9	10	11	12	13	14	15	
								194
5,967	329,341	685,341	1,453	379,124	93,458	.....	414,035	196
.....	.....	53,373	.....	23,289	16,954	.....	40,243	196
.....	66,184	108,873	17,155	35,790	13,857	.....	67,560	197
0	13,105	13,105	0	11,275	1,793	0	13,068	198
206	22,094	23,963	1,390	12,984	2,709	.....	17,083	199
.....	37,506	38,564	3,999	19,275	4,113	.....	27,387	200
258	33,675	37,815	1,159	14,022	8,224	0	23,405	201
0	23,011	51,251	25,611	15,001	6,026	0	46,639	202
3,966	405,419	577,613	3,442	228,352	122,346	.....	354,140	203
2,188	19,065	25,740	4,338	10,025	5,472	.....	19,835	204
.....	16,394	18,476	3,013	12,438	2,436	.....	16,487	205
323	146,690	154,756	13,355	85,836	54,118	0	153,309	206
141,588	1,212,897	1,324,955	218,000	713,653	310,831	16,689	1,259,172	207
8,951	45,713	47,651	5,341	25,044	11,132	.....	41,518	208
606	43,068	62,956	13,883	25,569	7,856	.....	47,306	209
.....	71,185	98,764	7,345	43,579	23,131	.....	74,055	210
5,674	75,830	228,955	62,876	36,519	24,044	.....	123,439	211
12,451	43,096	67,545	10,150	23,940	29,513	.....	63,603	212
88	37,327	51,667	3,248	22,102	12,004	.....	37,354	213
11,501	22,079	47,448	17,518	14,276	6,425	.....	38,218	214
3,500	24,802	32,442	0	16,145	9,215	0	25,360	215
.....	110,954	147,340	26,411	60,051	25,693	0	112,155	216
.....	23,822	33,520	1,552	16,406	7,765	0	25,723	217
4,665	396,207	598,282	130,705	226,772	127,014	.....	474,491	218
5,500	15,482	16,955	.....	11,878	3,265	.....	15,143	219
49,214	53,161	84,197	28,498	18,757	9,663	.....	56,918	220
0	65,782	65,782	.....	.....	.....	0	64,194	221
.....	.....	.....	2,570	27,410	18,151	.....	48,231	222
281	31,656	32,551	1,263	21,177	9,409	.....	31,849	223
459	98,855	98,855	27,027	53,429	17,782	1,617	99,855	224
1,300	51,218	51,376	.....	32,970	18,075	.....	51,045	225
1,090	31,630	31,630	2,000	21,686	5,944	2,000	31,630	226
.....	.....	30,522	7,344	19,326	9,451	.....	36,622	227
.....	50,869	51,833	0	36,634	14,510	0	51,144	228
.....	.....	20,611	352	14,926	3,391	.....	18,669	229
3,022	187,401	244,383	44,183	103,371	48,904	2,000	198,458	230
0	75,735	84,896	3,688	53,197	21,169	454	78,708	231
.....	13,625	13,625	.....	10,125	3,500	.....	13,625	232
.....	.....	116,390	2,517	78,339	32,848	.....	113,704	233
0	454,229	454,229	152,108	244,409	50,943	6,760	454,229	234
.....	.....	24,013	67	17,065	3,830	.....	20,964	235
811	24,692	36,314	4,758	14,042	925	.....	19,725	236

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City	Total taxable property in the city		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1891-'92.		
		Cash value estimated with the assessment as a basis.	Assessed value.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	NEW JERSEY—cont'd.						
237	Newark	$52,321,585	$121,889,368	$1,379,375	$355,034	$179,850	0
238	New Brunswick*	10,050,000	10,050,000	140,000	19,006	26,573	
239	Orange	20,151,000	6,737,000	165,000	36,555	8,000	0
240	Passaic		5,265,242	81,000	12,067	21,331	
241	Paterson	5,175,213	30,705,206	476,000	...	212,139	
242	Perth Amboy*			45,000			
243	Phillipsburg	2,800,000	2,800,000	85,000	14,200	8,739	
244	Plainfield	12,027,272	6,615,000	100,000	678	[illegible]	$14,963
245	Trenton	41,400,000	27,000,000	397,000	76,317	37,925	0
246	Union		1,500,000	90,000	11,950	13,000	1,000
	NEW YORK						
247	Albany	70,375,755	70,375,755	*930,000	49,441	178,813	
248	Amsterdam						
	District No. 8	5,005,228	4,003,485	31,566	2,925	8,093	
249	District No. 11	11,295,289	4,236,022	65,000	4,895	11,336	
250	Auburn	16,294,758	10,863,172	285,000	16,585	60,181	
251	Binghamton	18,792,240	18,792,240	329,300	21,376	65,000	0
252	Brooklyn	667,020,356	466,914,249	a6,840,728	378,791	2,342,502	0
253	Buffalo			1,774,725	120,630	468,403	
254	Cohoes	11,500,000	11,500,000	115,000	12,134	31,548	
255	Corning	3,807,831	2,855,875	109,000	5,118	17,060	0
256	Cortland	8,000,278	2,001,568	24,000	3,797	6,200	
257	Dunkirk	7,032,000	1,923,000	116,000	6,938	20,967	0
258	Elmira	22,865,000	15,210,000	400,000	*17,852	*50,475	
259	Flushing	2,443,799	2,443,799	130,000	4,509	18,329	
260	Glens Falls	3,316,470	3,316,470	75,000	4,906	9,992	
261	Gloversville*			77,000	7,470	23,277	
262	Hornellsville	6,650,038	4,433,359	72,964	8,746	18,359	
263	Hudson	8,926,450	5,356,870	46,000	5,452	11,600	0
264	Ithaca	7,503,122	3,037,249	150,000	6,781	20,119	
265	Jamestown	4,222,742	4,222,742	195,500	12,733	34,474	0
266	Kingston School Dist	6,336,705	6,336,705	99,000	8,372	21,774	
267	Lansingburg	6,025,766	6,025,766	71,000	7,682	22,617	102
268	Little Falls	1,949,859	1,299,906	90,000	4,500	13,780	
269	Lockport	6,500,000	6,500,000	294,300	10,936	36,800	300
270	Long Island City			275,000	17,880	54,688	0
271	Middletown	4,645,593	2,787,356	90,000	6,668	18,975	
272	Mount Vernon*	12,000,000	3,250,000		8,415	47,895	
273	New Rochelle	8,945,175	2,981,725	115,000	5,471	34,997	
274	New York*	2,551,224,708	1,785,857,396	17,307,592	698,030	4,491,337	0
275	Newburg	28,447,080	9,482,360	300,000	13,153	61,326	
276	Odgensburg*			96,888	6,205	16,500	
277	Oswego*	9,200,400	9,200,400	182,000	13,071	30,000	0
	Peekskill						
278	Drum Hill District	1,460,453	1,095,340	28,750	2,108	5,993	0
279	Oakside District	2,316,635	1,316,635	40,000	2,421	0	8,000
280	Port Jervis	1,561,471	1,561,471	80,000	8,494	21,856	
281	Poughkeepsie	17,705,957	12,406,170	180,468	12,771	37,400	
282	Rochester	124,046,062	99,956,850	1,103,900	103,525	367,422	0
283	Rome*	5,000,000	5,000,000	100,000	7,926	17,383	0
284	Saratoga Springs		4,230,000	137,500	8,524	62,000	0
285	Schenectady			110,000	9,797	32,000	0
286	Sing Sing	5,757,261	1,919,087	73,000	4,828	19,939	
287	Syracuse			805,500	48,146	210,777	
288	Troy	37,253,183	37,253,183	425,000	31,894	98,535	
289	Utica	56,374,974	18,791,658	447,792	25,659	84,000	
290	Watertown	12,000,000	8,000,000	140,000	11,260	35,000	
291	Welsh City*	3,736,869	3,736,869	43,000			
292	Yonkers	24,127,000	24,127,000	345,323	14,335	86,048	0
	OHIO.						
293	Akron	21,000,000	14,760,000	*575,000	13,663	120,011	4,126
294	Bellaire			58,500	(27,855)		

* Statistics of 1890-'91.

a Sites and buildings only.

public school systems of cities of over 8,000 inhabitants—Continued.

Receipts for the school year 1891–'92.		Total sum available for use during the year.	Expenditures for the school year 1891–'92.					
From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.	
8	9	10	11	12	13	14	15	
$240	$535,124	$594,104	$36,578	$343,289	$96,722	$21,375	$457,964	227
648	46,226	46,759	6,333	27,020	10,556	.....	43,909	228
597	45,152	49,147	6,934	30,961	7,095	.....	43,990	229
.....	33,396	33,396	.....	21,331	9,797	1,130	32,258	240
.....	212,130	212,130	.....	156,094	.....	3,812	212,130	241
.....	.....	.....	475	9,793	2,838	.....	13,107	242
2,276	25,209	34,599	1,223	14,968	16,579	.....	32,870	243
2,844	53,519	82,020	15,279	28,039	14,750	.....	58,067	244
0	114,242	153,197	29,151	89,905	26,279	1,162	148,497	245
468	26,418	30,923	.....	18,020	6,209	500	24,729	246
9,809	238,120	334,446	4,445	181,397	49,103	1,415	236,359	247
.....	11,018	12,613	1,083	6,800	1,846	.....	9,729	248
16,131	.....	35,128	19,395	11,011	3,724	.....	33,130	249
546	77,312	82,374	4,358	50,197	14,861	120	69,536	250
1,150	87,526	96,592	9,736	59,745	16,965	0	86,446	251
27,314	.....	4,078,683	762,576	1,608,937	375,125	50,350	2,797,488	252
5,863	623,896	991,715	234,360	527,717	81,650	15,588	909,315	253
402	44,084	52,058	2,708	26,206	9,223	.....	39,135	254
695	22,863	25,767	0	12,731	6,476	0	19,207	255
.....	9,997	42,087	11,276	8,006	1,939	.....	21,220	256
564	28,469	31,433	2,140	19,688	6,358	0	28,186	257
*999	*69,327	*79,233	*12,882	*52,567	*10,693	*0	*76,102	258
4,945	27,783	38,415	10,632	16,178	9,605	.....	36,415	259
652	15,550	18,190	228	9,928	3,292	0	b13,447	260
1,414	32,162	34,337	8,031	16,900	5,889	.....	30,821	261
304	27,909	28,633	2,371	19,363	4,939	.....	26,673	262
570	17,032	23,873	411	12,992	2,207	0	15,610	263
5,492	32,392	34,560	285	20,770	6,633	.....	27,688	264
1,591	36,796	41,953	2,796	32,504	6,010	0	41,310	265
1,329	31,475	31,475	1,491	23,012	6,972	.....	31,475	266
85	31,486	35,365	0	20,473	6,892	0	27,365	267
.....	18,219	18,591	.....	12,218	6,065	.....	18,283	268
3,307	51,243	80,936	34,939	30,595	11,920	0	77,454	269
15,824	88,392	121,011	22,369	70,842	25,016	2,718	120,945	270
4,413	30,056	3,504	17,945	5,644	0	0	27,094	271
1,022	57,322	67,452	18,500	33,658	3,500	0	55,658	272
404	40,572	53,509	.....	19,210	.....	.....	31,220	273
0	5,189,367	5,189,367	927,579	c3,236,029	c1,025,759	c	5,189,367	274
2,385	76,863	76,864	20,305	41,874	14,353	0	76,532	275
3,108	25,811	40,056	3,008	17,314	6,248	.....	26,572	276
815	43,886	45,396	3,599	32,872	7,147	0	43,718	277
162	8,262	8,896	1,053	5,640	1,365	0	8,057	278
157	10,668	11,318	0	6,151	2,135	.....	8,286	279
640	30,990	34,253	1,260	18,839	7,415	.....	27,514	280
1,272	51,444	72,668	3,500	34,915	13,929	.....	52,344	281
1,821	472,766	501,186	102,208	254,250	91,909	2,309	450,676	282
1,519	26,228	27,049	2,810	19,045	4,234	.....	27,049	283
1,002	71,526	100,632	11,356	27,847	8,806	0	47,910	284
4,679	30,476	46,476	16,265	24,401	5,810	0	46,476	285
471	25,238	30,352	2,112	13,424	4,930	.....	19,930	286
5,441	284,308	418,286	25,227	167,596	53,178	1,930	247,932	287
2,110	182,039	196,454	420	103,941	24,788	.....	129,149	288
4,157	113,816	118,535	13,197	c 79,643	c 16,837	(c)	109,677	289
510	46,750	46,750	10,000	27,000	9,500	250	46,750	290
.....	.....	.....	.....	.....	.....	.....	.....	291
10,129	110,513	131,463	10,453	52,562	51,398	2,859	117,293	292
2,602	140,404	177,185	54,485	56,028	35,784	.....	148,297	293
384	28,239	34,959	.....	14,840	.....	0	24,378	294

b The sum of items reported is $13,516.
c The accounts of the evening schools are not kept separate.

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City.	Total taxable property in the city		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1891-'92.		
		Cash value estimated with the assessment as a basis.	Assessed value.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	OHIO—continued.						
196	Canton*	..	.....	.....	$13,430	$90,174	.....
196	Chillicothe	.....	.....	$94,000	4,874	(28,819)	.....
197	Cincinnati*	.....	$179,000,000	3,000,000	136,271	507,375	0
198	Cleveland	$181,920,323	121,280,215	3,402,150	121,118	770,796	85,798
199	Columbus	113,000,000	50,500,000	1,795,750	89,503	284,684	.....
200	Dayton*	.....	.....	650,000	28,552	210,302	.....
201	Delaware	5,746,005	3,830,670	130,500	3,707	19,971	0
202	East Liverpool*	.....	.....	127,500	.....	.....	.....
203	Findley*	.....	.....	214,000	.....	.....	.....
204	Hamilton	15,582,164	7,791,082	182,463	8,371	52,716	.....
205	Ironton	5,000,000	3,000,000	110,000	5,730	.....	24,607
206	Lima	12,500,000	7,500,000	180,000	7,688	44,094	.....
207	Mansfield*	.....	.....	180,000	6,261	39,219	0
208	Marietta	3,000,000	3,000,000	75,500	3,908	21,248	0
209	Marion	.....	.....	40,000	.....	.....	.....
210	Massillon*	.....	.....	143,000	.....	.....	.....
211	Middletown	.....	.....	218,749	.....	.....	.....
212	Newark	9,195,000	6,130,000	175,900	6,496	(41,894)	.....
213	Piqua	6,220,542	4,147,028	160,000	5,006	28,145	.....
214	Portsmouth*	.....	.....	180,000	.....	.....	.....
215	Sandusky	.....	.....	215,000	8,965	44,684	0
216	Springfield*	33,000,000	18,500,000	250,000	14,007	92,680	307
217	Steubenville	5,605,320	5,605,320	163,000	6,556	24,014	0
218	Tiffin	10,044,100	4,017,640	150,000	4,784	(24,907)	.....
219	Toledo	63,000,000	42,000,000	800,000	21,110	195,131	1,280
220	Youngstown	35,142,857	12,000,000	510,000	16,223	92,028	360
221	Zanesville*	.....	.....	250,000	.....	.....	.....
	OREGON.						
222	Portland	.....	45,000,000	968,824	42,957	67,137	73,410
	PENNSYLVANIA.						
223	Allegheny	.....	.....	*1,303,583	34,128	212,995	.....
224	Allentown	14,908,370	14,908,370	533,328	10,485	80,202	.....
225	Altoona	16,216,142	12,162,106	420,485	10,227	64,134	0
226	Beaver Falls	4,300,000	4,300,000	108,000	3,141	19,773	.....
227	Braddock	.....	.....	.....	2,490	17,616	.....
228	Bradford	.....	.....	86,000	2,954	(33,126)	.....
229	Butler	5,100,000	1,700,000	85,000	2,881	17,171	9
230	Carbondale	9,375,000	1,875,000	83,500	3,989	19,383	2,693
231	Chester	14,079,805	10,559,854	200,000	7,391	44,978	.....
232	Columbia	5,509,190	2,784,595	*45,300	3,880	16,976	.....
233	Dunmore	3,006,000	*1,002,000	65,000	2,906	18,725	.....
234	Easton	9,554,410	9,554,410	290,000	5,937	54,822	1,056
235	Erie	16,000,000	16,000,000	548,000	17,712	110,293	1,056
236	Harrisburg	21,095,484	21,095,484	417,097	13,509	89,046	.....
237	Hazleton	4,120,000	1,030,000	95,000	3,929	25,215	91
238	Homestead	.....	.....	.....	2,434	17,438	.....
239	Johnstown	.....	.....	200,000	8,211	50,014	.....
240	Lancaster	13,000,000	13,000,000	330,650	12,710	80,000	1,146
241	Lebanon	.....	.....	100,000	4,621	27,282	.....
242	McKeesport	20,513,770	12,758,885	235,000	7,197	.....	52,904
243	Mahanoy City	.....	.....	61,000	5,240	19,715	.....
244	Meadville	4,000,000	2,000,000	105,000	4,188	30,192	0
245	Mount Carmel	.....	.....	.....	2,727	10,944	.....
246	Nanticoke	.....	.....	87,000	3,701	21,210	.....
247	New Castle	10,700,000	5,300,000	100,000	4,101	28,885	.....
248	Norristown	10,930,850	8,749,480	182,000	7,174	38,021	.....
249	Oil City	.....	.....	112,500	3,980	[redacted]	.....
250	Philadelphia	.....	.....	8,871,566	.....	[redacted]	.....
251	Phœnixville	4,666,667	3,500,000	65,000	3,095	17,326	.....
252	Pittsburg	*250,000,000	*250,000,000	3,276,000	77,348	537,320	.....
253	Pittston	3,080,100	3,080,000	60,000	3,484	15,506	144

*Statistics of 1890-'91.

a The items reported amount to $142,259.

public school systems of cities of over 8,000 inhabitants—Continued.

Receipts for the school year 1891-'92.		Total sum available for use during the year.	Expenditures for the school year 1891-'92.					
From all other sources	Total.		Permanent investments and lasting improvements	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total	
8	9	10	11	12	13	14	15	
$610	.....	a $128,350	.....	$48,355	b $55,396	.....	.....	295
1,461	$35,145	35 146	.....	26,250	13,562	.....	840,040	296
43,930	687,585	769,306	$25,680	639,329	56,420	0	721,730	297
7,200	904,973	1,344,925	187,125	553,589	168,747	$11,913	921,374	298
2,000	326,187	518,035	178,353	218,267	70,910	1,178	468,708	299
3,558	242,412	.....	103,994	144,346	c 55,000	.....	303,140	300
324	24,002	28,416	0	16,891	5,543	0	22,434	301
.....	.....	41,993	11,331	13,817	.....	.....	33,593	302
.....	.....	99,570	20,965	30,295	.....	.....	83,874	303
393	61,480	133,982	63,463	31,853	1,632	.....	100,088	304
.....	30,447	40,547	.....	19,309	8,112	0	27,721	305
2,	52,403	71,954	3,044	27,314	10,404	0	41,862	306
348	45,828	98,960	19,767	24,489	10,618	0	54,854	307
3,653	28,869	51,414	10,120	17,477	8,192	0	35,789	308
.....	32,540	49,640	7,439	16,254	5,308	.....	28,901	309
.....	.....	39,892	3,500	19,504	.....	.....	33,365	310
.....	.....	102,606	.....	20,410	.....	.....	91,866	311
2,442	50,834	80,619	11,942	29,581	22,411	.....	63,934	312
316	33,557	33,557	1,421	18,958	8,642	.....	28,921	313
.....	.....	56,470	.....	24,765	.....	.....	35,896	314
792	54,461	69,942	2,300	32,261	14,495	.....	50,706	315
6,414	114,068	147,665	6,532	68,749	21,985	815	97,881	316
372	30,944	54,303	5,753	28,160	7,396	0	41,315	317
108	29,799	45,551	15,500	17,124	6,253	70	38,947	318
6,392	219,013	305,735	37,000	127,083	65,425	.....	230,198	319
11,109	120,833	171,914	34,401	53,426	31,103	.....	118,930	320
.....	.....	84,667	.....	44,803	.....	.....	64,560	321
56,871	260,375	312,910	88,360	149,686	43,940	510	282,496	322
.....	.....	468,903	24,405	102,876	136,906	.....	354,187	323
2,19.	98,880	103,811	26,613	38,130	33,958	298	99,009	324
170	74,531	110,446	26,823	52,543	30,647	720	110,233	325
554	23,468	24,454	1,803	13,441	5,793	..	21,037	326
.....	.....	43,798	26,662	12 908	4,325	.....	43,895	327
917	36,997	37,157	928	19 825	11,186	.....	31,939	328
167	20,248	20,248	270	14,894	10,130	.....	25,294	329
157	26,101	32,001	5,997	14,547	4,066	0	24,610	330
729	53,098	67,498	13,913	34,305	7,433	.....	55,651	331
208	21,070	23,899	.....	13,165	4,302	.....	17,557	332
.....	.....	28 404	11,192	11,379	3,913	.....	26,484	333
.....	61,817	85,153	10,977	31,319	18,795	385	61,476	334
2,023	125,490	210,399	99,400	70,779	40,993	744	211,316	335
121	103,576	165,609	54,729	63,745	20 791	.....	145,265	336
363	29,598	32,277	2,281	20,272	3,972	.....	26,525	337
.....	19,872	19,872	9 307	12,356	9,369	.....	30,932	338
.....	.....	126,501	63,779	26,523	18 659	.....	108,960	339
.....	65 101	131,452	74,713	39,440	16 673	.....	130,826	340
407	32,310	36,768	1,422	15,701	5,719	.....	22,922	341
675	60,350	80 045	13,236	32 282	18,166	.....	63,684	342
.....	.....	30 742	993	11,295	8,057	.....	20,335	343
2,446	36,893	36,950	1,733	23,325	7,008	0	32,066	344
.....	13,671	13 671	693	7,568	4,586	.....	12,947	345
.....	.....	33 834	16,878	12,034	5,669	.....	34,582	346
886	33,872	37,468	4,482	20,250	9,169	.....	36,007	347
1,226	47,121	49,101	1,023	30,470	16,555	.....	48,048	348
.....	.....	63,475	26,018	18,864	14,024	.....	59,306	349
.....	3,302,112	3,630,325	375,285	1,738,637	858,384	41,383	3,013,689	350
486	20,907	25,657	1,499	11,665	5,302	.....	18,466	351
.....	.....	1,072,579	248,008	402,012	351,192	.....	902,110	352
.....	19,133	22,575	1,890	10,665	4,005	541	17,101	353

b Amount paid on bonds is reported with "current expenses." c Estimated.

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1891–'92.		
		Cash value estimated with the assessment as a basis.	Assessed value.		From State appropriation or taxes.	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	PENNSYLVANIA continued.						
354	Plymouth	*$6,500,000	*$650,000	*$50,000	$3,953	$12,809	
355	Pottstown	9,936,000	4,968,000	156,263	4,368	29,421	
356	Pottsville	6,375,000	*4,250,000	220,000	5,789	34,186	
357	Reading			447,800	20,544	120,000	
358	Scranton	54,000,000	18,000,000	610,000	24,272	171,129	$15,345
359	Shamokin			162,500	5,538	26,358	
360	Shenandoah		1,862,640	85,000	5,207	26,069	
361	South Bethlehem	6,271,980	4,703,985	92,300	3,592	22,049	321
362	Steelton	3,872,452	3,872,452	118,000	3,405	17,110	
363	Titusville		1,500,000	75,000	3,235	32,039	0
364	West Chester			100,000	2,999	23,895	262
365	Wilkesbarre	50,500,000	5,050,000	430,000	11,303	89,786	
366	Williamsport	16,333,467	9,333,410	259,000	10,587	75,281	
367	York	15,108,756	10,072,504	210,953	8,559	35,297	
	RHODE ISLAND.						
368	Central Falls						
369	Newport		33,044,150	283,843	6,232	45,217	0
370	Pawtucket	30,000,000	30,000,000	400,000	8,399	88,000	3,208
371	Providence	146,901,840	146,901,840	1,353,899	27,033	472,988	0
372	Woonsocket	12,767,500	12,767,500	200,000	7,042	27,900	0
	SOUTH CAROLINA.						
373	Charleston	21,435,652	21,425,652	150,000	38,595	20,479	2,850
374	Columbia	6,666,667	4,000,000	35,200	3,187	9,024	1,669
375	Greenville						
	SOUTH DAKOTA.						
376	Sioux Falls	15,863,300	5,345,330	175,000	0	30,176	9,185
	TENNESSEE.						
377	Chattanooga	33,000,000	16,500,000	400,000			
378	Jackson*			18,400		7,282	5,500
379	Knoxville	20,830,040	12,498,024	110,000	18,931	7,116	18,930
380	Memphis*		41,624,483	375,000		46,441	48,966
381	Nashville*	56,878,425	37,918,950	320,800			
	TEXAS.						
382	Austin	15,000,000	10,000,000	*84,825	21,825	31,174	872
383	Dallas	42,666,667	32,000,000	336,350			
384	Denison	4,000,000	4,000,000	237,625	9,739	10,094	
385	El Paso*	5,318,210	5,318,210	59,800	5,157	13,295	
386	Fort Worth	23,944,987	23,944,987	231,050	16,545	30,712	85
387	Galveston	23,000,000	23,000,000	380,800	41,568	43,103	1,826
388	Houston*	22,500,000	15,000,000	131,515	28,166	19,400	312
389	Laredo*	2,500,000	2,500,000	15,000	10,000	0	0
390	Paris*	5,999,946	3,999,964	65,100	10,373	7,442	328
391	San Antonio	51,259,142	39,755,485	126,800	48,123	26,488	0
392	Waco	12,446,638	9,534,978	205,000	15,628	22,205	898
	UTAH.						
393	Ogden City*	13,000,000	13,000,000	222,500	14,602		20,386
394	Salt Lake City	52,000,000	52,000,000	450,000	30,460	23,519	52,164
	VERMONT.						
395	Burlington			81,000		27,000	
396	Rutland	14,000,000	7,000,000	100,000	8,225	18,336	0

*Statistics of 1890–'91.

public school systems of cities of over 8,000 inhabitants—Continued.

Receipts for the school year 1891-'92.		Total sum available for use during the year	Expenditures for the school year 1891-'92					
From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools	Total.	
8	9	10	11	12	13	14	15	
		$30,782	$1,794	$10,426	$15,250		$27,472	354
$105	$34,304	70,767	29,567	20,402	9,968		59,937	355
		45,617	3,923	25,507	15,930		45,260	356
		178,069	23,412	80,114	58,589		162,115	357
1,528	212,174	250,540	50,783	105,722	55,249	$4,165	215,919	358
		36,550	3,547	17,146	13,185		33,878	359
974	32,280	48,709	234	22,133	11,504	753	34,624	360
688	25,650	61,650	3,200	18,646	17,205		39,051	361
3,971	24,486	44,571	6,024	16,000	3,879		25,903	362
0	35,274	75,623	14,426	20,034	12,888	0	47,348	363
	27,158	27,789	178	13,625	8,004		22,407	364
4,598	105,087	126,329	30,000	61,996	33,978	1,200	127,174	365
887	86,756	87,778	9,324	47,948	22,360		89,439	366
2,803	46,659	82,600	32,227	26,944	8,941		68,112	367
				15,338	2,413	502	18,248	368
7,010	58,469	65,502	0	42,366	17,349	977	60,692	369
705	100,412	122,097	13,717	63,694	20,380	4,258	102,049	370
430	500,461	705,766	338,900	237,333	59,709	19,764	705,706	371
2,434	37,382	37,382		22,963	12,420	1,899	37,282	372
	61,854	61,854		51,002	10,252	0	61,254	373
1,745	15,625	23,541	976	11,315	2,372		14,663	374
								375
0	39,261	50,967	14,661	24,250	9,360	0	48,271	376
			2,908	42,335	6,633		51,877	377
109	12,891	14,190	374	10,414	2,270	0	13,058	378
1,345	46,322	46,714	1,124	39,895	5,661	0	46,680	379
11,047	106,456	119,755	17,203	54,412	22,491	0	94,106	380
		130,000	8,059	109,679	13,903	0	126,541	381
1,740	55,612	66,276	8,566	37,267	10,525	0	56,358	382
				66,140	9,155		75,295	383
								384
100	18,562	33,870	18,599	15,514	2,466	0	36,579	385
168	47,510	105,725	39,294	40,893	3,701		83,888	386
	85,982	101,146	26,643	66,951	8,318	0	100,912	387
	47,878	47,984	2,705	36,927	6,049		a47,681	388
‖	10,000	12,000	a	7,360	1,640	0	9,000	389
348	18,491	19,919	362	18,491	2,860		19,712	390
0	74,611	124,782	0	55,265	13,676	0	71,941	391
2,736	42,527	46,129	4,243	33,670	6,216	0	46,129	392
								393
15	45,003	45,906	7,511	20,615	10,176	0	38,302	394
502	106,645	542,686	77,410	96,529	112,283	725	286,247	395
								396
2,873	29,873	29,873		19,226	8,829		28,155	397
929	28,060	34,321	5,702	18,261	4,831	0	28,794	398

a The sum of the items reported is $45,681.

TABLE 3.—*Statistics of property, receipts, and expenditures of*

	City.	Total taxable property in the city		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1891-'92		
		Cash value estimated with the assessment as a basis.	Assessed value.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.
	1	2	3	4	5	6	7
	VIRGINIA						
397	Alexandria	$1,462,728	$1,462,728	$37,300	$6,662	$12,000	
398	Danville			54,000	4,943	37,394	0
399	Lynchburg*	13,333,333	10,000,000	75,000	8,941	22,881	0
400	Manchester*			30,000	4,734		$4,423
401	Norfolk	26,738,445	17,825,630	80,000	13,266	15,370	0
402	Petersburg	9,800,000	9,800,000	75,000	10,292	13,868	0
403	Portsmouth*			14,662	4,783	8,685	
404	Richmond	59,573,527	59,573,527	390,500	34,417	109,537	0
405	Roanoke*			30,000	5,454	6,486	
	WASHINGTON						
406	Seattle	73,333,333	44,000,000	640,000	1,674	0	204,185
407	Spokane Falls	53,473,200	32,083,920	421,987	1,341	82,690	
408	Tacoma	45,000,000	45,000,000	699,500	2,796	192,300	
	WEST VIRGINIA.						
409	Huntington	4,681,850	2,809,110	71,710	3,435	19,664	1,285
410	Parkersburg						
411	Wheeling	24,775,166	18,581,374	304,000	15,354	61,319	960
	WISCONSIN.						
412	Appleton	9,792,135	3,916,855	196,000	7,877	33,000	6,121
413	Ashland	6,000,000	6,000,000	200,000	3,261	15,500	2,275
414	Chippewa Falls	4,500,000	3,000,000	130,000	8,071	12,500	4,500
415	Eauclaire	7,200,000	5,400,000	97,155	6,865	23,800	7,404
416	Fond du Lac		3,350,000	130,000	11,620	15,000	5,776
417	Green Bay	6,069,706	2,534,853	76,000	4,080	12,378	3,902
418	Janesville*	6,000,000	3,000,000	250,000			
419	La Crosse	16,276,723	10,851,149	250,000	8,947	44,600	11,024
420	Madison	10,273,400	6,848,937	235,000	7,314	20,783	6,282
421	Milwaukee	165,042,646	123,781,984	*1,400,301	106,626	397,863	0
422	Oshkosh	13,333,333	8,000,000	230,000	8,314	30,000	0
423	Racine	12,108,400	9,081,300	250,000	22,416	28,000	12,000
424	Sheboygan		5,419,365	90,000	7,274	45,293	8,403
425	Superior	52,637,420	26,318,710	180,161	2,804	145,030	5,433
426	Wausau			*60,000	7,792	12,688	4,792
	WYOMING.						
427	Cheyenne	7,000,000	3,500,000	120,000			28,200

*Statistics of 1890-'91

*The sum of the items reported is $49,343.

public school systems of cities of over 8,000 inhabitants—Continued.

Receipts for the school year 1891-'92.		Total sum available for use during the year.	Expenditures for the school year 1891-'92.					
From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total	
8	9	10	11	12	13	14	15	
$230	$18,683	$21,445	.....	$14,556	$4,800	.....	$19,355	397
0	42,337	42,340	$24,000	13,945	2,400	.....	39,345	398
1,356	33,178	33,261	70	26,022	5,988	0	32,080	399
.....	9,167	9,372	235	7,086	1,969	.....	9,290	400
0	29,038	32,575	902	22,300	2,712	$270	26,184	401
553	24,733	24,733	0	19,704	5,029	0	24,733	402
.....	13,468	13,469	189	10,275	2,492	.....	12,956	403
1,423	145,377	145,377	5,348	121,230	17,791	1,008	145,377	404
106	11,046	11,124	223	7,624	1,639	.....	9,491	405
3,134	209,293	413,793	144,102	113,093	99,603	.....	356,860	406
644	84,565	92,241	15,772	41,816	30,854	.....	88,442	407
437	196,540	350,790	117,613	95,340	.....	.....	261,233	408
.....	24,384	40,196	17,605	13,126	2,783	.....	33,579	409
.....	.....	.....	.....	.....	.....	.....	.....	410
1,153	78,775	81,071	6,451	67,357	8,952	.....	82,760	411
2,748	48,746	56,634	2,002	25,286	21,395	0	a48,893	412
3,019	25,055	39,144	5,642	13,454	.....	.....	25,980	413
5,078	30,149	45,149	20,031	15,047	1,022	0	36,090	414
40,242	87,311	110,182	7,594	28,797	12,134	.....	48,525	415
775	33,171	41,209	750	20,576	7,590	.....	28,916	416
401	20,851	21,240	1,172	14,610	3,999	.....	19,781	417
.....	35,000	.....	.....	.....	.....	.....	.....	418
564	65,135	115,468	21,903	50,201	12,292	.....	84,396	419
2,312	42,591	53,002	6,532	25,769	9,060	0	43,361	420
1,733	506,232	724,905	(b)	409,788	50,601	0,260	a466,779	421
371	38,085	57,710	4,811	30,759	12,178	183	47,931	422
932	63,348	85,913	14,728	36,303	10,323	.....	61,354	423
118	61,068	68,975	2,026	28,372	7,225	1,500	39,123	424
1,249	154,586	190,571	7,362	45,984	36,151	998	90,495	425
.....	.....	27,907	.....	12,776	.....	.....	23,033	426
.....	28,200	74,992	21,480	20,096	7,979	.....	45,561	427

b The building fund is controlled by another board.
c Not including the expenditures of the board of public works.

PUBLIC HIGH SCHOOLS.

TABLE 4.—*Statistics of Public High Schools for 1891-'92.*

State and post office.	Name of institution.	Name of principal.	Number of instructors, secondary.		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ALABAMA																	
Auburn	District School	A. G. Dowdell	1	1	8	24	0	0	2	7	0	0	0	0	0	38	47
Bessemer	High School (dept.)	A. M Hendon	1	1	0	3	0	0	0	0	0	0				180	183
Birmingham	High School	A. C Moore	1	4	37	83	0	0	4		5		5	10	3		
Cullman	do*	W. M Wood	1	0	10	7											
Decatur	High School (dept.)*	H. C. Gilbert	1	1	11	20	0	0									
Eufaula	High School	J. J Kilpatrick	1	1	18	10	0	0	0	0	0	0	0	0	0	152	120
Hamilton	do	Wm T Mitchell	2	1	14	6	0	0	0	0	0	0				76	24
Huntsville	City School	A. H Eshman	1	4	156	104	0	0	0	0	0	0	3	7	5	47	68
Loachapoka	High School*	L. C. Page	0	2	4	10	0	0	2	3	1	0	3	2	5		
Marion	Marion Academy	H Y Weissinger	0	3	21	2	0	0	4	2			5	2		55	43
Mobile	Barton Academy*	B S Woodcock	3	1	81	0	0	0	5	0	3	0	3	3	4		
Montgomery	High School (boys)*	J W. Morgan, jr	2	0	17	0											
Montgomery	High School (girls)*	E M Bellock	0	4	0	109	0	0	0	0	0	0	5	5	0		
New Decatur	High School	R. R. Harris	2	9	5	14	0	0	0	0	0	0	0	1	0	230	230
Selma	Dallas Academy	R E Hardaway	1	3	8	63									71		
Tuskaloosa	High School*	Sophie Waldkloch	1	2	29	24											
Uniontown	Uniontown Academy*	J H. Armstrong	1	0	10	16	0	0	6	10	4	6	4	6	10		
Verbena	High School*	—— Stott	1	1	10	9								1			
Wedowee	Wedowee Institute*	J. E. Thomason	1	1	18	15	0	0							0		
ARIZONA.																	
Phœnix	High School	Thomas E. Dalton	1	1	6	26							1	5			
Prescott	do	L W. Taylor	1	1	10	10			0	0	4	8	4	8	0	128	128
Tucson	do*	C. H. Tully	1	0	5	8	0	0	0	0	5	2	1	5	7		
ARKANSAS.																	
Benton	High School	J. A. Kimbrough	1	2	12	15	0	0	0	0	0	0				180	199

Benton	Mount Harmony School*	R. C. Vana		1	7	8	0	0			7	8						
Charleston	Charleston High School	P. M. McKay		1	20	15			2	1	0	0	0	1	1	40	30	
Eureka Springs	High School	C. S. Barnett		1	20	40	0	0	0	0	0	0	1	2	0			
Fort Smith	Belle Grove High School	H. B. McCollum		2	34	36	0	0					1	3				
Haynes	Haynes School	Chas. E. Anderson		0	5	5	0	0	2	3	0	0	0	0	0	30	30	
Hot Springs	High School*	Eaton Thompson		3	27	23							3	10	13			
Jonesboro	High School (dept.)*	D. S. Thompson		0	15	12												
La Grange	Lee High School*	J. E. Wheat		0	18	20												
Little Rock	Peabody High School	R. H. Parham		2	30	77	0	0					4	21		385	448	
Little Rock	Union High School (colored)	J. O. W. Alexander	2	0	23	44	33	44	0	0	0	0	2	11	0	306	270	
Lonoke	High School	J. J. Doyne	2	0	27				3	15			0	7	7	154	168	
Malvern	High School (dept.)*	W. D. Leiper, A. M		0	4	17			0	0	0	0	0	0	0			
Newport	do*	D. F. Withers		0	5	9	0	0	1	3	0	0	2	3	5			
Ozark	Graded Public School	H. A. Nickell	1	2	30	27			12	10	5	2				48	64	
Paris	Paris Academy	Geo. S. Mimmier	2	1	63	43	0	0	16	8	0	0	0	0	0	85	70	
Prescott	Tom Allen High School*	M. E. Conneocy	0	3	40	60							3	3				
Salem	High School*	C. T. Torreyson	2	0	49	38	0	0	0	0	0	0	0	3	0			
Van Buren	do	W. L. Edmiston		1	8	11	0	0								267	270	
Warren	do	E. H. Carson		1	51	50			2	7			1	1	2	89	116	
Washington	do	W. F. Lee	0	2	30	43	0	0	10	7			12	4	6	26	24	
Wheatley	do	Geo. D. Free, A. M	1		14	16	0	0	2	14	1	2				21	37	
CALIFORNIA.																		
Arroyo Grande	Grammar Course School*	A. F. Parsons		0	4	3	0	0	0	0	4	3	0	0	0			
Benicia	High School	Allan P. Sanborn	1		4	3												
Berkeley	do	S. D. Waterman	2	2	80	80			6	4	20	10	14	3	17	400	500	
Colton	High School (dept.)*	Frank Mathews		0	4	6												
Colusa	Grammar Course School*	J. E. Hayman	2	0	21	24	0	0	0	0	0	0	0	0	0			
Crescent City	High School*	W. P. Ringwalda, PH. D.	2	0	9	22	0	0	2	22	0	0	0	0	0			
Fresno	High School (dept.)*	T. L. Heaton	2	2	61	75					15	8	2	5	4			
Gilroy	High School	Frank N. Chaplin		1	8	17	0	0			8	17	4	6	10			
Grass Valley	do	L. D. Syle	2	1	34	36	0	0	0	0	3	0	0	7	3			
Hanford	do*	C. C. Childress																
Hollister	Hollister Public School	J. B. Hankenson	2	0	20	18	0	0	0	0	3	3	5	7	2	220	207	
Linden	High School*	F. G. Baird	1	1	6	2	0	0	0	0	3	1	0	0	0			
Los Angeles	do	Miss E. A. Packard	2	13	200	246			2	4	181	242	25	17	42			
Martinez	do*	C. K. Whittenmyer	0	1	5	7	2	4	0	0	4	7	1	5	6			
Marysville	do	Robt. F. Pennell			13	33			7	16	1		1	5	1			
Napa	Public School	J. L. Shearer		1	15	48	0	0					2	9				
Nevada City	High School*	W. H. Wentworth	3	1	16	37	0	0										
Nipomo	do*	G. Terrill	1	0	19	8	0	0	0	0	19	8	3	1	4			
Oakland	do	J. B. McChesney	5	14	323	391			19	7			30	40				
Pasadena	Wilson High School	Jas. D. Graham	2	2	47	67	0	0					4	9	8			
Paso Robles	High School	S. B. Wilson		1	21	23	0	0	0	0	14	12	7	6	7			
Petaluma	do	Chas. C. Swafford		1	22	34			2	2	10	12	5	11	16			
Pomona	City High School	F. A. Molyneaux	2	2	25	75	0	0			0	1				360	410	
Red Bluff	Public School	O. E. Graves		1	10	30	0	0	2	0	3	2	3	2	2			
Riverside	Public High School	H. A. Bancroft		6	61	58	0	0	3	4	30	21	6	3	9	0	0	

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office	Name of institution	Name of principal	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male	Female	Male	Female	Male	Female.	Male	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CALIFORNIA—continued.																	
Sacramento	High School*	J. H. Pond	2	4	72	149	1	3	4	7	8	14	14	18	12		
Salinas	City High School	A. D. Tenney	1	1	39	40	0	0			3	1	3	1			
San Bernardino	High School	N. A. Richardson	2	2	132	45	0	0					0	0	0	666	596
San Diego	do*	F. H. Hyatt			71	88	0	0					9	7	16		
San Francisco	High School (boys)	Frank Morton	11	1	345	203	0	0					43	31	35	0	0
San Francisco	High School (girls)	Mary Kincaid	1	14		404	0	0		50		17		71	10	0	0
San Jose	High School	L. B. Wilson	2	4	90	77	1	0	40	10	3	2	14	10	9		
San Rafael	do	C. S. Smyth	2	1	11	27					4	10	1	3	4		
Santa Ana	do	Frank E. Perham	3	0	48	58	0	0	0	0	16	15	0	0	0		
Santa Barbara	do	Geo. E. Knepper	3	1	32	63	0	0			8	13	2	7	3	0	0
Santa Clara	do	Jno. Manzer	1	2	20	36							6	6	0	202	209
Santa Cruz	do	D. C. Clark	2	3	30	74	0	1	0	0	5	6	8	16	11	745	699
Santa Paula	do	C. P. Meredith	1	1	20	26	0	0	5	12	3	7				0	0
Santa Rosa	do	J. S. Crawford	2	2	35	71					4	6	11	12		513	549
Stockton	do	Hamilton Wallace	4	1	68	92	1	1	8	2	16	20	11	24	35	0	0
Tulare	do	H. Clay Faber	1	2	19	20					4	0				292	280
Vallejo	do	C. B. Towle	1	1	20	44	0	0	0	0			2	12	3	0	0
Ventura	Union High School	Richard O. Hickman	2	1	24	49	0	0	0	3	0	0	4	1	1	0	0
Watsonville	High School	Lysander W. Cushman	1	2	28	48	0	0					4	8			
Woodland	Grammar Course School*	T. J. Goin			20	26							10	14	24		
COLORADO.																	
Black Hawk	High School (dept.)*	H. W. Zirkle	1	1	7	9	0	0									
Boulder	High School	C. M. Kingsley	2	1	20	33	0	0					0	0	0		
Buena Vista	do*	K. G. Leake	0	1	4	5	0	0					1	1	1		
Canyon City	do	O. S. Males	2	1	30	40							1	6	7	200	245
Del Norte	Bancroft School	M. Stella Diltz	0	10	4	9	1	0	0	0	3	3	5	5	9	197	249
Denver	High School*	G. B. Turnbull	1	8	27	42	0	1	2	4	1	0	2	0	4		
Georgetown	High School (dept.)*	I. O. Miller	1	0	10	15	0	0	0	0	0	0	0	0	0		

Del Norte	High School	G. W. Reed	3	3	11	4	0	0						2		3			
Denver	High School (District No. 1).	Wm. H. Smiley	12	9	311	423	0	0	74	22	8	30	38	53	50	0	0		
Denver	High School (District No. 2).	Ed F Hermanns	4		51	77		0	5	4	7		6	6	8	0	0		
Denver	High School (District No. 17).	C. I. Hayes	2	2	29	53									2	0	0		
Fort Collins	High School*	Kate M. Alling	0	3	14	33	0	0	1	0	1	0		4	5				
Golden	do	Wm Triplet	2	0	10	33	0	0	0	0	0	0	0	9	0	251	171		
Grand Junction	do	Mrs. H C. Lang			15	14	0	0	0	0	0	0	2	0	2				
Greeley	do*	A B Copeland		2	22	45	0	0	0	0	0	14	5		6				
Gunnison	do	E D Graber		0	10	13	0	0	0	0	1				2	13	17		
Leadville	High School (dept.)*	Adella Holdridge	0	3		15	0	0	1				0	0	0				
Longmont	High School	Geo. L. Harding		1	20	55								3	1	204	191		
Monte Vista	do	Grant Karr		0	5	8	0	0	0	0	2	5	0	0	0	131	150		
Montrose	do*	J H. Allen, A M		0	7	12													
Pueblo	High School (District No. 1)	Frank J. Baker		5	28	41		1					2	6	4	18	28		
Pueblo	Centennial High School	Chas. J Baker		6	31	42			6	6	3		3	6	0	16	16		
Salida	High School	C A Moody			19	47					2	2	3	2	4	276	269		
Sterling	Broadway High School	P. J Dempsey		0	23	33	0	0					0	0	0	0	0		
Trinidad	High School*	G E Finch	2		7	11	0	0	0	2	3	4	0	0	0				
Yuma	do*	E. S. Klein		0		13	0	0											
CONNECTICUT																			
Ansonia	High School	Wm. H. Aughton	2	2	30	40		1	14	20	8		4	4	8				
Bethel	do	E M Crofoot		2	9	17					1		8	5		11	0		
Birmingham	do	J. W Peck		2	32	26			7			0	3	7	5	90	190		
Branford	do*	M M McKenzie			5	12	0	0	0	0	0	0	0	0	0				
Bridgeport	do	H D Simonds	2	7	120	205	0		39	6	12	0	14	39	6	0	0		
Bristol	do*	G. H. Tracy	1	3	57	75	0	0	7	5	3	0	6	7	3				
Brooklyn	do*	H. N. Loomis				12													
Clinton	Morgan High School*	Dwight Holbrook	3	3	43	38	0	0	5	2	3	0	1	2	0				
Collinsville	High School	G. W Flint	1	1	27	43			1	1			0	4	0				
Cromwell	do*	Sarah M. Savage	0	1	16	20													
Danbury	do*	J M. Smith, sup t	1	2	40	60													
Danielsonville	Killingly High School	Aurin P Somes	1	2	26	29	0	0		1	3	3	7	6	6	0	0		
Gildersleeve	High School	Walter E. Morse	1	1	20	14	0	0	0	0	2	1	0	0	0	0	0		
Guilford	High School Institute	Arthur M. Hyde	1	1		22	0	0	0	0	0	0	1	2	0	45	45		
Hartford	High School	Joseph Hall	13	12	304	410	0	3					41	73		0	0		
Hazardville	do	Elmer E. E. Randall	1		15	20	0	0					0	2		50	60		
Litchfield	High School (Center)	Robt. L. Zink	1	4	25	15	0		5	0	1	0	4	4	2	92	90		
Madison	High School (Hand Academy).	Anna C. Elliott		1	7	28							2	3	0				
Manchester	High School (District No. 3).	Cassius S. Lyman	1	1			0	0	0	0	0	3			0				
Meriden	High School*	S. T. Frost	3	5	95	165	0	0			4	0	10	15	2				
Middletown	do	Walter B. Ferguson	3	4	50	65	0	0					4	4					
Milford	High School (dept.)	H. I. Mathewson	1	0	8	16	0	0	0	0	0	0	4	12	0	4	13		
New Britain	High School	Jno. H. Peck	4	4	75	110			14	9	12	2	6	15	10				

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal	Number of instructors, secondary		Number of students in secondary grade		Colored secondary students included.		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female	Male.	Female.	Male	Female.	Male	Female.	Male	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CONNECTICUT—continued.																	
New Haven	High School (Hillhouse)	Isaac Thomas	8	14	287	372	2	3	100	33	114	0	51	[illegible]	45	0	0
New London	Williams Memorial Institute	Collin S. Buell	1	5	[illegible]	151	[illegible]	1	[illegible]	13	[illegible]	[illegible]	[illegible]	[illegible]	2	0	0
New Milford	Center High School	F. N. Hanchett	1	3	5	21	0	3	[illegible]	[illegible]	[illegible]	[illegible]	1	5	11	[illegible]	[illegible]
Norwalk	High School	C. A. Tucker	1	1	0	5	[illegible]	[illegible]	0	0	5	4	3	[illegible]	0	[illegible]	[illegible]
Orange	do	Miss Emma Batcheldeen, first. Miss Georgia Ricker, second.	[illegible]	1	1	1	0	0	1	[illegible]	[illegible]	[illegible]	1	1	1	5	14
Plainville	High School (dept.)	Myron E. Powers	1	1	20	19	1	1	1	1	3	0	5	2	0	[illegible]	[illegible]
Plymouth	High School*	Anna M. Skinner	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portland	High School (dept.)	Martin W. Griffin	1	1	4	5	0	0	0	0	0	0	0	0	0	197	191
Putnam	do	F. E. Burnette	2	1	[illegible]	[illegible]	0	0	10	2	5	0	[illegible]	0	0	[illegible]	[illegible]
Rockville	do	Isaac M. Agard	1	[illegible]	44	61	1	0	10	8	0	0	[illegible]	15	5	0	0
Seymour	do*	E. C. Stiles	1	1	25	35	0	1	0	0	0	0	[illegible]	6	0	[illegible]	[illegible]
Southington	Lewis High School	Horace W. Rice	1	[illegible]	28	44	0	0	0	[illegible]	0	[illegible]	[illegible]	5	0	0	0
South Norwalk	High School	W. C. Foote	1	[illegible]	[illegible]	[illegible]	0	1	4	0	[illegible]	[illegible]	[illegible]	[illegible]	1	0	0
Stafford Springs	do	Francis A. Bagnall	[illegible]	[illegible]	24	29	[illegible]	[illegible]	1	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	80	100
Stamford	do	W. R. Jones	3	5	50	70	0	0	11	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Thompsonville	do	E. H. Parkman	1	[illegible]	15	35	[illegible]	[illegible]	5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Wallingford	do*	E. A. Richardson	2	2	24	23	0	0	0	[illegible]	3	0	[illegible]	[illegible]	8	[illegible]	[illegible]
Waterbury	do	Edmund O Hovey, PH. D	4	[illegible]	97	[illegible]	0	0	[illegible]	0	0	1	5	17	4	18	24
West Hartford	do	Alfred F. Howers	1	1	15	12	1	0	[illegible]	4	[illegible]	[illegible]	0	4	1	0	0
West Winsted	do	G. L. Lampshier	1	4	46	62	0	1	0	10	4	9	1	6	0	[illegible]	[illegible]
Wethersfield	do	John Haynes	1	1	[illegible]	[illegible]	0	0	[illegible]	1	0	0	0	[illegible]	0	25	33
Willimantic	do	F. H. Blede	1	[illegible]	[illegible]	[illegible]	0	0	6	9	2	0	[illegible]	[illegible]	3	[illegible]	[illegible]
Windsor	do	Helen M. Cleveland	0	[illegible]	[illegible]	27	0	0	1	1	[illegible]	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]
Winsted	do	W. C. Mitchell	1	1	10	18	0	0	6	1	0	0	1	0	1	119	138
Windsor Locks	High School (dept.)*	J. S. Crooley	[illegible]	11	[illegible]	31	[illegible]	[illegible]	0	0	0	0	0	0	0	[illegible]	[illegible]

DELAWARE.																	
Delaware City	High School (dept.)*	F. E. Gardner		0	7	4					4	7	4	2	7		
Felton	High School	Grant Smith					0	0	2				1	1			
Lewes	Union High School	H. J. Wightman	1		30	40	0	0	0	0	0	0				93	123
Middletown	Middletown Academy	W. B. Tharp			13	16	0	0	0	0	0	0	1	2	0	93	124
South Milford	Public School	Sherman E. Bishop	2	0	11	30					1	5				93	135
Milford	High School	D. S. Ells		0	8	20	0	0	0	0	0	0	3	3	0		
New Castle	do	D. B. Jones		0	20	15	0	0					3	4		275	280
Smyrna	do	A. D. Yocum		0	12	10	0	0	0	0	0	2	1	5	3	0	0
Wilmington	High School (boys)	A. H Berlin	5	6	300		0				4		23				
Do	High School (girls)	Mary Miller	0	6	0	192	0	0					0	27	0		
DISTRICT OF COLUMBIA.																	
Washington	Central High School	F. R. Lane	14	22	402	501			40	20	18				28		
Do	Eastern High School	C. L. M. Sites	6	6	111	159	0	0					0	0		0	0
Do	Western High School	E. Caroline Westcott	0	7	39	86	0	0	0	0	0	0				0	0
Do	High School (colored)	F. L. Cardoza	12	7	90	280	90	280					8	48	2	0	0
FLORIDA.																	
Anthony	High School	Geo. Stewart	0	2	5	6	0	0					0	2	2	40	80
Bartow	Summerlin Institute	W. F. Yocum	3		48	43	0	0	0	0	2	5	2	6	0	105	122
Dade City	Graded and High School	A. E Booth	2		10	15	0	0	5	7	0	0	2	3	5	50	75
Eustis	High School (dept.)*	M S. Field	1		12	5											
Gainesville	East Florida Seminary	Edwin P. Carter	4		30	16	0	0					5	4		29	7
Jacksonville	Duval High School	Frederick Pasco	2	3	42	64			7	2			6	15	2		
Kings Ferry	Duval High Sch'l (dept.)*	Willie Wallis		0	15	0											
Kissimmee	Osceola High Sch'l (dept.)	W. C Dodd	2	3	16	19			10	12						80	85
Lady Lake	do	P J. Cannichall	0	1	21	23	0	0	0	0	3	7	2	1	0	12	16
Marianna	do	J. B. Stuart		0	15	25			1	4							
Monticello	Jefferson Collegiate Institute	W. B. Griffin		6	76	90							2	1	3		
Ocala	High School	J. M. Streator		1	30	35					20	25	1	1	1	170	160
Palatka	do	L. J. McMullen		0		3						3	0	0	0	113	137
Do	High School (colored)	Wm. H. Berry			8		8	8	4	0	0	0			1	118	152
Quincy	High School	E. C Love		1	7		0	0	3	4	0	0	4	3	5	39	21
St. Augustine	do*	W. E. Knibloe	5	1	18		0	0	1	2	0	0	2	3	2		
Sanford	do	W. B. Lynch			3	15	0	0					1		1	3	15
Tampa	High School (dept.)	Benj C. Graham	2	2	15	20	0	0					1	1		160	150
Umatilla	High School*	F M. Chute		2	31	21	0	0	8	5	2	0	0	0	0		
Waukeenah	Waukeenah Academy*	H. P. Woodbery	2	0	21	27	0	0									
Webster	High School (dept.)*	W. H. Cox	0	1	5	7											
GEORGIA.																	
Americus	High School	J E Mathis	2	1	37	54	0	0					3	6	2		
Athens	do*	T. J. Simmons	0	8	25	49	0	0	3	0	22	0	1	1	2		
Atlanta	do*	W A. Bass	3	10	131	347			90	0	35	0			40		

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891–'92*—Continued.

State and post-office.	Name of institution.	Name of principal.	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade	
			Male.	Female.	Male.	Female	Male.	Female.	Male	Female.	Male.	Female.	Male	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
GEORGIA—c nt'd.																	
Augusta	Tuiman High School	John Neely	[illegible]	5	[illegible]	104	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	23	0	[illegible]	[illegible]
Austell	Austell Public School	N A Fessenden	1	1	48	62	0	0	2	1	[illegible]	[illegible]	0	0	0	28	24
Carrollton	High School	T. E Hollingsworth	2	1	30	15	0	0	[illegible]	[illegible]	[illegible]	[illegible]	1	0	[illegible]	30	25
Cartersville	do*	L B Robeson	1	1	22	32	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cedartown	Public School	H S. Sewell	0	7	40	25	0	0	8	5	1	0	5	3	6	130	220
Centerville	Academy	W A. Summers	1	1	20	10	0	0	0	0	0	0	0	3	0	13	15
Columbus	Public High School	Prof Homer Wright	3	0	48	36	0	0	48	36	[illegible]	[illegible]	13	14	26	1,022	1,200
Culloden	High School	A M Bowen, B S., C E	1	1	8	8	[illegible]	0	1	3	1	[illegible]	0	2	3	38	28
Dalton	do*	A. V Morris	1	1	9	28	0	0	2	0	1	0	[illegible]	[illegible]	0	[illegible]	[illegible]
Dawsonville	do	Geo B Wood, A B	1	[illegible]	18	10	0	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	29	28
Doraville	do	H C. Strong	1	1	[illegible]	[illegible]	0	0	3	5	0	0	[illegible]	[illegible]	[illegible]	45	40
Flovilla	do*	Elsworth Brown	1	1	15	20	0	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]
Forsyth	Hilliard Institute	Wm. D Thurmond	[illegible]	1	25	[illegible]	[illegible]	[illegible]	10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	45	[illegible]
Fort Valley	High School (dept.)	W. M. Robinson	1	0	11	10	0	5	3	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	24	73
Franklin	Collegiate Institute	A. S. Laird	1	1	21	20	[illegible]	[illegible]	8	9	2	[illegible]	0	0	0	25	20
Hawkinsville	High School (dept.)	N E Ware	[illegible]	[illegible]	25	[illegible]	[illegible]	[illegible]	20	15	[illegible]	[illegible]	0	[illegible]	16	80	75
Jewells	Sandy Grove High School*	W W Pilcher	1	1	26	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Leesburg	High School	Z. B Rogers	1	[illegible]	8	6	[illegible]	[illegible]	0	4	[illegible]	[illegible]	[illegible]	[illegible]	2	15	15
Locust Grove	do*	J. R. Williams	1	1	15	10	[illegible]	[illegible]	10	12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Macon	Boys' High School*	C. B. Chapman	1	[illegible]	100	0	0	0	0	0	0	0	[illegible]	[illegible]	0	[illegible]	[illegible]
Do	Gresham High School*	Bessie H. Merrill	0	0	0	220	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Marietta	High School	J. S. Stewart, jr	2	0	26	34	0	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Midville	do	Jas. A. Carswell	1	0	5	2	0	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	20	20
Milner	do	C S. Deane	1	0	3	7	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	22	16
Mitchell	do	O L Cloud, sr	1	0	4	5	0	0	[illegible]	[illegible]	[illegible]	[illegible]	0	0	0	25	21
Montezuma	Montezuma Institute*	W. B Merritt	1	[illegible]	33	33	[illegible]	[illegible]	4	6	0	0	0	0	0	[illegible]	[illegible]
Newman	High School (dept.)	J. E. Pendergrast	2	1	12	12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2	3	[illegible]	[illegible]	[illegible]
Norwood	Norwood Institute*	J. W. Ellington	[illegible]	[illegible]	[illegible]	14	[illegible]	[illegible]	1	1	1	1	1	1	*	[illegible]	[illegible]
Perry	Houston High School*	W. H. Dew	1	1	8	10	0	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Quitman	High School (dept.)*	J. E. J. Warren	0	[illegible]	[illegible]	15	[illegible]	[illegible]	12	15	3	0	0	0	0	[illegible]	[illegible]

Rocky Mount	Rocky Mount Academy*	E. W. Russell	1	0	18	10														
Sandersville	High School*	B. H. Ivey	1	1	20	40	0	0	0	0	0	0				3				
Savannah	do	H. F. Train			111	181	4	5					10	21		12				
Sparta	do	Wm. T. Dumas	1		16	19										4		27		30
Temple	Temple Seminary*	J. R. Spence, A. B	1	1	21	32			15	10	3	2	4	3		7				
Union Point	Union Point Academy	R. R. Smith	1	1	5	4			4	2	0	0	0	0		0		36		29
Valdosta	Valdosta Institute	E. A. Smith	1	1	23	46			3	4	1		0	3		2		35		22
Washington	Female Seminary	Miss M. R. Bright	0	1	0	21										5				
Do	Male Public School	J. I Ingram	0	1	22	0	0		4				0			0		56		
West Point	West Point Public School	W. J. McKennie	2		30	33			8	6			4	10		14		72		83
IDAHO.																				
Bellevue	High School (dept.)*	H. F. Baker	1	0	12	14	5	3	6	4	5	3	2	3		5				
Boise City	High School	C. M. Kiggins	1	2	28	32							4	2						
Caldwell	do	Miss Addie Madden	1	0	1	10	0	0					0	0		0		6		4
Hailey	do*	C. W. Powers	1	1	35	23	0	0	0	0	0	0	0	0		0				
Lewiston	do*	C. A. Forsman	1	0	15	20			1	2			2	2		4				
Moscow	do	J. P. Muerman	2	0	12	14	0	1										371		290
ILLINOIS.																				
Amboy	High School	J. F. Edwards	1	1	19	22	0	0	0	0	0	0	2	5		0		10		14
Annawan	do	W. H Holzinger	1		10	25			0	0	0	0	0	1		0				
Arcola	do	Helen L. Sheridan	1	2	29	33								2						
Astoria	do	E S Smith	1	1	16	36	0	0					0	2		0				
Athens	High School (dept.)	Samuel McBride	1	0	28	20	0	0	0	0	3	6	0	0				187		163
Atkinson	High School*	D Griffin	1	0	13	13	0	0					1	2						
Atwood	do*	G. S Morris	2	0	17	23	0	0					0	2						
Auburn Park	Calumet High School	Avon S. Hall	1	2	13	38	0	0	0	2	3	0	1	4		2		0		0
Augusta	High School	Caroline Grote	0	2	26	24	0	0	4	4	2	3	1	3		4		0		0
Aurora	East High School	E. G Cooley	3	3	61	102	0	1					7	12						
Do	West High School	Miss Kittie H. Reynolds	1	3	32	65							6	14						
Austin	High School	Helen S Willis	1	3	23	50							2	9		3		436		472
Avon	do	H L. Roberts	1	0	3	11	0	0	0	0	1	0	1	5		1		2		10
Barry	do	Leroy Chapin	1	1	13	31	0	0	1	1	2	3	2	6				0		0
Batavia	do*	D. B. Hazen	1	1	6	37	0	2	0	1	0	0	3	4		0				
Beardstown	do	Miss Eva Saunders	1	2	21	34	0	0	9	5			6	5				0		0
Belleville	do	H. J. Klein	4	0	66	20	0	4					7	17				0		0
Belvidere	North High School	J. C. Zinser	1	1	14	27	0	0					2	6		2		139		182
Do	South High School*	J. G. Lucas	1	2	12	33	0	0	1	0	1	0				2				
Bement	High School (dept.)*	J. M. Martin	2	2	13	17	0	0					1	0		1				
Bloomington	High School	Edward Manley	3	3	21	114	1	1					2	16						
Braidwood	High School (dept.)	Muhlig	1		4	16												12		20
Brimfield	High School*	S. J Boosmyer	1	0	4	2	0	0	0	3	1	0	0	0		0		13		20
Bushnell	do	B. E. Nelson	2	0	16	52	1	1	4	4	2	3	5	13		3		0		0
Byron	do	G N Maxwell	1	1	7	19	0	0					0	5		5		88		74
Cairo	Sumner High School	J. C. Lewis	1	1	6	10	6	10					0	3				175		222
Do	Douglas High School*	E. E. Hand	2	2	27	36	0	0												
Cambridge	High School	W. C. Harding	1	1	16	32	0	0	1	1			1	3				112		102

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male	Female	Male.	Female.	Male.	Female	Male	Female.	Male	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ILLINOIS cont'd.																	
Camp Point	Maplewood High School	J W. Creekmur	1	1	[illegible]	35	0	0								135	140
Canton	High School.	Mrs E W. Gallup	1	[illegible]	[illegible]	[illegible]					[illegible]	[illegible]	[illegible]	11			
Carlinville	do*	R B. Anderson	1	1	[illegible]	39											
Carmi	do	Edwd E Van Cleves	[illegible]	0	[illegible]	21	0	0								338	300
Carrollton	High School (dept.)	Clyde Slone	[illegible]	[illegible]	33	[illegible]	1	0	0	0	0	0	[illegible]	[illegible]		15	30
Carthage	High School*	E S. Combs	[illegible]	1	[illegible]	[illegible]			5	20							
Centralia	do	H B Farmer	[illegible]	1	[illegible]	[illegible]			0	0	0	0	1	4	1	0	0
Cerro Gordo	High School (dept.)*	Jno Loeffler	[illegible]	[illegible]	[illegible]	[illegible]			0	0	0	0			0		
Champaign	High School*	R L Barton	[illegible]	[illegible]	[illegible]	60		1	10	15	7	5	4	10	[illegible]	0	0
Charleston	do.	Miss Louise Baumberger	[illegible]	[illegible]	[illegible]	51	0	0					1	13			
Chatsworth	do	Frank P. Manley	1	1	5	7	0	0					1	5		13	4
Chebanse	High School*	A. Leechman	1	0	6	14			0	0	3	3	0	[illegible]	[illegible]		
Cherry Valley	High School (dept.)*	O. J. Kern	1	0	9	13											
Chester	High School	Geo. L Guy			[illegible]	[illegible]							5	9			
Chicago	Englewood High School	James E Armstrong	9	9	150	348	3	4					14	41	15	0	0
Do	English High School	Albert R. Robinson	[illegible]	0	263	0	0	0			5	0	10	0	5	0	
Do	Hyde Park High School	C W. French	10	7	170	394	1	[illegible]	30	40	15	13	[illegible]	[illegible]	[illegible]		
Do	Lake High School	Edwd. T Stearns	[illegible]	5	21	205	0	0	0	0			1	[illegible]	[illegible]	0	0
Do	Lakeview High School	Jas. H. Norton	6	10	120	255	0	0	[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	0	0
Do	North Division High School.	Oliver S Westcott	[illegible]	9	154	453	1	1					11	40	[illegible]	0	0
Do	North West Division High School.	Franklin P. Fisk	8	4	58	220	1	1					10	40		21	98
Do	South Division High School.	Jeremiah Slocum	6	19	219	661	3	4	22	4	130	425	16	71	9	0	0
Do	West Division High School.	George Clayberg	16	20	319	1,185	1	4	42	26			30	143	21	0	0
Chillicothe	High School	J. L. Robertson	1	1	14	20										177	197
Clayton	do*	O. W. Colgate	1	1	20	26											
Clinton	do*	Minnie M. Bishop	1	2	15	41	1	0									

Cowden	do	J. A. Reede	1	3	10	34	0	0	0	0	0	0	1	3	0	100	135
Danville	do	L. A. McLouth	2	4	76	124	1	0	0	0	2	0	2	20	3	0	0
Davis	High School (dept.)	F. J. Linn	1	0	10	7	0	0	0	0	0	0	0	0	0	74	37
Decatur	High School	L. B. Lee	3	6	170	200	2	4	3	7	10	20	5	19	8		
De Kalb	do*	J. T. Bowler, supt.	1	1	18	23	0	0	0	0	0	0	0	0	0		
Delavan	do	Geo. A. Franklin, supt.	1	2	23	31	1	2	3	2	5	1	0	5	1	4	12
Downer's Grove	High School (dept.)*	Harriet F. Yakeley	0	1	6	10											
Durand	do*	Annie C. Wright	0	1	13	27											
Dwight	do	C. E. Schlabach	1	1	19	13	0	0	0	0	0	0	2	3	0	9	19
Earlville	do*	M. M. Alden	1	1	20	40											
East Dubuque	do	B. P. Caverly		4	98	110							1	4		75	80
East St. Louis	do	C. L. Manners	2	1	2	21	0	0	0	0			1	4		8	21
Edinburg	do*	J. W. Carle	2	0	24	24	0	0	7	5			3	3	6		
Effingham	do	I. A. Smothers	1	0	18	19							1	5	6	0	0
Elgin	do	K. D. Harger	1	4	45	102	0	3	2	0	3	3	1	16	4	0	0
Elizabeth	do	Richard Rogers	1	4	12	13	0	0	0	0	0	0			0	68	66
Elmwood	do	S. B. Allison	1	1	14	35	0	0	3	0	1	0	4	4	2	0	0
Englewood	do*	O. T. Bright	6	8	157	323											
Eureka	do	Miss Florence Ohn	0	2	19	29	1	1					1	4	0	145	139
Evanston	do	H. L. Boltwood	2	8	121	149	0	1	5	4			10	12	11	0	0
Fairbury	Public High School	Edwd. Bangs	1	2	15	37			4	6	5	15	3	6		8	15
Farmer City	City High School	C. C. Covey	3	0	28	19							3	3	4		
Farmington	High School	R. V. DeGroff	1	1	27	44	0	0	0	0	2	4	2	9	0	0	0
Forrest	do*	J. C. Mountjoy	1	0	6	16	0	0			3	5	2	4	6		
Forreston	do	W. P. Gochenour	1	1	4	10	0	0	0	0	0	0	0	0	0	122	133
Freeport	do	R. W. Burton	1	4	48	77			1	3	2	4	4	10			
Fulton	do*	J. E. Bittinger	1	1	11	23											
Galena	do	J. A. Williams	1	3	25	44	0	0	5	18	3	0	4	12	5		
Galesburg	do	Mary E. Gettemy	0	5	54	181	3	0					8	18	6	0	0
Galva	do	Fred U. White	1	2	30	55		3					3	5		253	231
Genesoa	do	Ada Schnabele	1	3	33	41	1	0	0	0	15	18	4	4	6		
Geneva	do	H. H. Robinson	2	0	16	15			3	4			4	3	4	130	150
Genoa	do	Frank M. Overacker	0	4	100	60			20	10			7	6	13		
Gibson City	do	J. D. Shoop	1	1	23	33	0	0	0	2	2	3	4	9	5	5	11
Gilman	do*	F. E. Hobart	2	1	21	25	0	0									
Golconda	do	J. S. Spear	1	1	5	10			0	0	1	4	1	4	4	7	10
Grayville	do	W. A. Mussett	2	0	11	19	0	0						4			
Greenville	High School (dept.)*	D. W. Lindsay	1	2	27	33	0	0	0	0	0	0	6	10	0		
Greenview	High School	Jno. S. Brozier	1	0	10	10	0	0					0	3		130	80
Griggsville	do*	W. A. Hatfield	1	1	16	39			2	0	0	0			2		
Hamilton	do*	M. Blanche Griffin	0	2	13	35	0	2							10		
Harvard	do	Jno. L. Curts	1	1	10	36	0	0					5	8		211	226
Havana	do	Ettie L. Smith	1	2	17	39	0	1	0	0	0	0	2	5	0	0	0
Henry	do	P. K. Cross	1		23	35	0				2	3	2	3	5	12	13
Highland Park	do	Edwd. W. Chase	1	1	18	34	0	0	6	4	3	0	1	3	2		
Hillsboro	do*	H. M. Anderson	1	2	36	24	4	3	0	0	0	0	0	0	0		
Hinsdale	do*	J. S. Stanley	2	0	7	19	0	0									
Ipava	do	J. C. Olson	1	0	16	23	0	0	2	0	1	1	2	5	3		
Jacksonville	do*	Virginia Graves	2	3	31	115	0	0									
Jerseyville	do	J. Pike	4	0	100	107	0	0	0	0	0	0	14	14	0	291	290

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal.	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ILLINOIS—cont'd.																	
Joliet	High School	E. M. Van Pettin	2	4	57	130			7	10	27	40	7	20	8		
Kankakee	do	Chas. W Groves	1	3	33	60	0	0					4	4	5	0	0
Kewanee	do	Horace Phillips	1	5	80	96							9	13	5		
Lacon	Union High School	S W. Dixon	1	1	16	27	0	0			5	3	2	1	2	98	100
Lanark	High School	F. T Oldt	1	1	35	48	0	0	3	2	4	4	5	9	4	0	0
Lagrange	do	Henry W Thurston	2	3	48	59	0	0	6	3	4	0	2	3	4		
La Salle	do	Emma Werley	1	1	23	59							3	7			
Lena	do	C. F. Philbrook	1	1	14	25					4		6	5	4	9	17
Leroy	do	J W Tavenner	1	1	18	38	0	0						3		132	113
Lewistown	do	J W Adams	1	1	15	27	0	0									
Lexington	do	F L Horn	1	1	18	33	0	0	4	8	4	5	3	4	3	155	144
Lincoln	do	Ambrose M. Miller	1	3	30	60	1		2	1	1	2	5	11	5	570	615
Litchfield	do	W. F. Bromfield	1	2	42	50	1	1	11	19	14	3		5		4	17
Lockport	do	Chas. Curtis	0	6	10	22	0	0			2	6	0	5	2	164	158
Loda	do	J. H Yoder	1	1	23	35	0	0					0	0	0	0	0
Macomb	do	Jno. M. Clenahan	2	1	11	55	1	2	0	0	3	10	1	13	5	0	0
Maringo	do	C W Hart	1	1	28	16	0	0					0	0	0	12	13
Maroa	do	B. F Shipley	1	2	8	17	0	0	4	12	4	5	1	6	7		
Marseilles	do	J P. Yoder	1	1	13	17	0	0	1	0	1	0	0	0	0	0	20
Marshall	do*	L. A. Wallace	1	1	29	33	0	0									
Mason City	do	Grace M. De Pew	0	3	14	27							2	7			
Mattoon	do	Mary A. Post	0	3	23	57		2	3		3	2	1	9	3		
Mayfair, Chicago	Jefferson High School	Chas. A. Cook	3	5	49	90	0		5	8			7	11	5		
Mendota	Blackstone High School*	Wm. Jenkins	1	2	17	20	0	0	0	0	7	2	1	3	1		
Meredosia	High School	H E Decker	1		22	18	0	0					1	7			
Metamora	do*	J. S. Ward	1	1	11	19											
Metropolis	do*	J. M Bowlby	2	1	28	62	0	0	0	0	0	0			0		
Milford	do	Frank Harry	1	1	18	20	0	0					0	0			
Minier	do	C. A. Herrick	1	0	17	24	0	0	0	0	4	3	1	9	2	85	115
Minonk	do	R. A. Beebe	1	1	5	1			3	21	1	8	0	9	9	20	40
Moline	do*	B. C. Caldwell	3	3	37	105	0	1							7		

Momence	do*	H. P. Little	1		1	12	30	0	1	0	1	8	12				8						
Monmouth	do	W. D. McDowell	2		2	26	55	0	3						6		6		9				
Monticello	do	J. W. Hughes	1		1	30	56	0	0	10	4	9	0	1	3		4						
Morris	do	Geo. Blount	1		1	14	53			0	0	3	0	4	14		3	0	0				
Morrison	High School (dept.)	M. F. Miller	1		1	24	54										4						
Mt. Carmel	High School*	M. J. Stevenson	1		1	20	15	0	0	3	1	3	2	0	0		0						
Mt. Carroll	do	S. A. Maxwell	1		1	19	36	0	0					0	0		0	10	12				
Mt. Pulaski	do*	Wm. Miner	1		1	14	22	1	0			14	12	3	1		4						
Mt. Vernon	do	S. B. Whittington	1		1	21	45	0	0	0	0			0	0		0	507	510				
Naperville	do	R. F. Bunnel	1		0	3	4	0	0		1	3		3	3			4	16				
Nashville	do	Robt. Pence	2		0	13	28	0	0									0	0				
Nauvoo	do	L. Jay Little			0	0	20				1						1	10	20				
Newman	do	J. L. Hughes		1	1	15	43	0	0			20	20	4	4								
Newton	do	J. F. Arnold		1	1	30	25											200	150				
Nokomis	do*	W. B. Davis		1	1	20	25																
Normal	do	Edwd. B. Smith	2			13	20	1						1	2		2	12	15				
Nunda	Crystal Lake High School.	Samuel M. Grimes	1		1	8	12	0	0					1	1		0	104	112				
Oakland	High School	Jno. Snyder	1		1	31	23							2	5								
Oak Park	do*	W. H. Clemens	1		3	48	73			13	11	2	0				7						
Odell	do	C. E. De Butts	1		1	20	25								4		0	60	70				
Olney	Public High School (dept.)	H. W. Shryock	2		2	24	50	0	0	0	0	0	0	5	9		0	32	52				
Oregon	High School	J. W. Gibson	1		1	15	50	0	0	0	0	0	1					0	0				
Oswego	do	L. S. Ross	1		0	11	10					3	4					32	52				
Ottawa	do	J. O. Leslie	5		5	110	140	0	0	10	8			13	12		6	0	0				
Pana	East High School	W. T. Gooden	2		1	3	35	0	0	0	0	0	0	0	0		0	238	249				
Pana	West High School*	L. S. Ham	1		1	12	26																
Paris	High School (dept.)	Herbert B. Hayden	2		1	30	74	1	2		9		10		10		10	0	0				
Paxton	High School	Mrs J. E. Kyellander	1		1	28	47							1	3		4						
Payson	do*	N. J. Hinton	1		0	15	25	0	0	0	3	2	0	2	2		2						
Pecatonica	do*	Lewis Goodrich	1		1	14	24	0	0														
Pekin	do	E. W. Bohamon	1		2	19	28	0	0	1	1			12	14		1	0	0				
Peoria	do*	A. W. Beasly	6		4	13	300	0	2								24						
Peotone	do*	C. V. Reynolds	1		1	5	5	0	0														
Peru	do	F. W. Smedley	2		2	15	49																
Petersburg	do	J. E. Alexander	2		0	10	28	0	0			5	7	3	5		6	0	0				
Pittsfield	do*	Geo. Selby, A. M.	1		2	17	50	0	0	3	1	2	0				4						
Plano	High School (dept.)	W. McFarland	0		3	12	19	0	0						9			240	250				
Polo	High School	Julia Waterbury	1		2	21	41	0	0						10		2	141	170				
Pontiac	do	Ada Peart	1		3	30	60	2	1						1			250					
Princeton	do	Richard A. Metcalf	2		3	30	70	1	1	1		17	47	2	1		0	22	58				
Rantoul	do*	S. R. Kyle	1		1	15	16	1	1														
Ridge Farm	do	E. Hollingsworth	1		3	9	14		1					1	4			115	152				
Robinson	do	David W. Crukmur	2		1	30	35	0	0					1	8		9	200	200				
Rock Falls	do	J. D. Samuell	2		2	30	36	0	0	0	0	0	0	0	2		0	190	214				
Rockford	High School (city)	Walter A. Edwards	3		7	26	194	1	2	7	10	13	20	13	15		13						
Roodhouse	High School	John Gavin	2		0	22	30	0	0					3	4		2	238	261				
Roseville	do	H. W. Flanegin	1		1	11	23	0	0					1	2		1	0	0				
Rushville	do*	N. T. Veatch	1		1	13	35	0	0					3	10		13						
Sandwich	do	W. W. Wirt	1		1	22	28			0	0	0	0	0	0		0	320	240				

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female	Male	Female.	Male	Female.	Male	Female.	Male	Female	Male	Female		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ILLINOIS—cont'd.																	
San Jose	High School	M. Bollan	1			8	0	0	0	1	0	0			33	10	16
Savanna	do	B. F. Hendricks	1	2	18	32							8	6			
Shannon	do	Thos. N Fleming	1		20	27							0	0	0		
Shelbyville	do	Miss Iowa Burns	1	1		26							3	7			
Sheldon	do	M. S. Weems	1	1	22	29	0	0					0	6			
Sparta	do	J. M. Nickles	2	1	28	31	0	0	2	0			1	7		43	44
Springfield	do	Wm Helmle	3	5	105	200	6	7	5	4			17	32	7		
Sterling	do	Miss Anna Parmelee	1	3	33	41	0	0		2	3		7	8		0	0
Streator	do	R. Williams	2	5	34	150	0	0	1	3	5		6	18	3	6	10
Sycamore	do	A. J. Blanchard	1	1	23	31	0	0	1	0	0	0	6	8	1		
Tallula	do	J. R. Boulware	1		12	23	0	0	1	3	6	12		4	4		
Taylorville	do*	D. O. Witmer	1	1	30	42	0	0									
Thomson	do*	J. N. Fleming	1	1	18	24											
Toulon	High School (dept.)*	J. H. Steckney	1	1	9	28	0	0	0	0	0	0			0		
Turner	High School	M. Madison	1	0	5	10	0	0	0	0	0	0				149	157
Tuscola	do	W. J. Myers	1	1	23	50							3	10	12		
Union	do	Jno. E. Hirst	1	1		2	0	0	0	0	0	0		2	0	18	14
Urbana	do*	J. W. Hoys	2	1	38	65	0	0			5	6			6		
Vandalia	do	C. W. Parkinson	2	1	13	24	0	0	1	2	0	0	1	3	1	220	227
Virden	do	P. M. Silloway	2	0	17	32		1					3	7	2	17	18
Virginia	do	T. W. B. Everhart	1	1	10	18	0	0					1	5	1	193	187
Warren	do	J. C. Baker			20	25	0	0			10	15	2	1	3	8	7
Warsaw	High School (dept.)	A. W. Hussey	1			18	0	0	0	0	0	0	2	9	0		
Washburn	High School	A. C. Hazen	1	0	14	18	0	0	0	0	2	5	2	5	7	4	7
Washington	do	F. L. Calkins	1	2	35	45	0	0	0	2			0	9	2	120	130
Watseka	do	Henry Rullson	1	1	26	33	0	0	0	0	0	0	3	6	11	0	0
Waukegan	do*	C. L. Sawyr	1	2	33	55	0	0	10	14	0	0			6		
Waverly	do	H. C. McCairre	2	0	29	45	1		0	0			2	4		157	137
Wheaton	do	J. K. Rassweiler	1	1	20	31	1						0	0		140	159
White Hull	High School (dept.)*	C. H. Andrews	2	0	37	45	0	0	0	0	0	0			0		
Wilmington	High School*	G. E. Perry	1	1	30	30	0										

Winchester	High School (dept.)*	Wm. Gay	2	0	32	31													
Windsor	High School	W. E. McConnico		4	15	25					1	4						85	151
Winnebago	High School (dept.)*	F. H. Chase	1	1	10	30	0	0	0	1	3	4			1				
Woodstock	do*	J. N. Kelley	0	4	25	29							2	3	5				
Yorkville	High School	W. D. Edmunds	1	1	34	20					3		4	1	1				
INDIANA.																			
Amboy	High School	J. Z. A. McCaughan	2	0	35	42	0	0					10	11	10				
Andrews	do	J. C. Comstock	1										1	2	3				
Arcadia	High School (dept.)*	M. E. Meartz	1	0	4	3													
Argos	High School	W. B. Swearingen	1		24	16	0	0			0	0		3				160	160
Attica	do	Miss Willa J. Hays	1		30	38								6					
Auburn	do	H. E. Coe	2	0	24	47	0	0					0	4				267	280
Bedford	do	C. S. Thomas			5	2	0	0	5	10								20	60
Bluffton	do	E. May Foltz	1	2	30	32	0	0	1	2	2	1	3	3	3			8	12
Boonville	do	Chas. E. Clarke	1		26	15	0	0					3	5					
Bourbon	do	B. S. McAlpine	2	5			0	0	0	0	0	0	5	4	0			156	170
Brazil	do*	T. M. James	2	0	17	43		0							3				
Bremen	High School (dept.)*	H. H. Miller	1	0	12	4	0	0	1	0	1	0			1				
Bristol	High School	J. B. Woodworth	2	0	28	20	0	0			28	20	2	2	4				
Brookville	do	R. M. King	2	0	23	24		0			2	3	2	3	5			175	180
Brownstown	do*	R. F. Evans	1	0	23	27	0	0	23	22	0	0	0	1	1				
Butler	do	Geo. W. Dustin	2		25	36	0	0	0	0	5	4	5	7	9			0	0
Cambridge City	do	A. L. Baldwin	2		31	44	2	1					4	10	4			0	0
Clinton	do*	J. H. Tomlin	2		15	28	3	6	0	0	14	17			8				
Columbus City	Public School	P. H. Kirsch	1		24	34	0	0	0	0	0	0	3	6	6			317	286
Columbus	High School	Samuel Wertz	1		40	37			0	0	0	0	2	15	2				
Connersville	High School (dept.)*	W. F. L. Sanders	1		16	30	18	24					2	9	11				
Corydon	High School	E. S. Hallett	1		15	17	0	0	10	10	2	0	2	7	5			0	0
Covington	do	Zethia Fertich	1		3	13	0	0	0	0	0	0	0	4	0			0	0
Crawfordsville	do	F. P. Mount	3		23	31	0	0	0	0			2	12				0	0
Crown Point	do	Elizabeth L. Horney	1	2	20	25	0	0	0	0	0	0	2	0				0	0
Danville	do	Henry J. Shafer	1		18	28	0		3	4	2	3	6	4	10			198	204
Decatur	do	Miss Lell Segur				21	0	0					3	5	3				
Delphi	do	J. M. Culver	2	0		24	0	0	4	4	1		2	3	4				
Dublin	do*	W. S. Davis	2	0	22	24													
Edinburg	do	C. M. McDaniels	2		18	23			11	9	3	2	2	3	5				
Elizabethtown	do	Salome Righter		2	20	23			2	3			2	3	5			50	60
Elkhart	do	Zemas B. Leonard		3	51	106	0	0	2	1	3	2	3	10	8			0	0
Elwood	do	C. S. Meek	2		20	10	0	0					1	4	5			200	500
Evansville	High School (colored)	Jno. R. Blackburn			9	8	9	8	1	0	0	0	2	0	1				
Evansville	High School	Robt. Spear	4	9	164	173	0	0	17	6	8	0	14	17	10			0	0
Farmland	do*	U. O. Cox		0	12	12	0	0											
Ft. Wayne	do	C. Z. Lane	2	5	93	184	0	2	3	4	4	0	2	20				0	0
Frankfort	do	Jno. A. Wood	2		47	111	0	0	6	14	14	14	1	14	4			0	0
Franklin	do*	J. A. Wood	2		42	88	42	88	2	2	2	0			0				
Garrett	do	Ella Vivian			14	25													
Goshen	do	Emma R. Chandler		3	51	70			13	15	48	66	3	6	9	615	690		
Greenfield	do*	G. S. Wilson			22	45													

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office	Name of institution.	Name of principal.	Number of instructors, secondary.		Number of students in secondary grade		Colored secondary students included		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade.	
			Male.	Female	Male	Female.	Male.	Female.	Male	Female.	Male	Female.	Male	Female.		Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
INDIANA—cont'd.																	
Greensburg	High School*	G. L. Roberts			33	27	0	1									
Greenwood	do	S. A. Harker		0	10	24			2	3			0	0	0		
Hagerstown	do	P. V. Voris			21	24							3	2			
Huntingburg	do	F. S. Morgenthaler	1	1	6	12			12	12			12	5			
Huntington	do*	Ella E. Kirkland	1	3	12	56	0	0					1	1	2		
Indianapolis	do	Geo. W. Hufford	5	4	76	140	2	1								0	0
Jamestown	Public School	O. B. Hultz	1	0	5	1	0	0	0	0			0	0	0	3	7
Jeffersonville	City High School	C. M. Marble	1	2	31	70			5	10	10	25	2	10	3		
Joliet ville	High School (dept.)*	F. W. Baxter	1	0	6	8											
Kendallville	High School	Francis O Hester	1	1	24	35	1						3	2			
Knightstown	do	Oscar R Baker	3	0	21	38		1					1	10		213	198
Kokomo	do	H D. Woody	2	1	38	44	3	0	26	21	3	0	10	12	12	0	0
La Fayette	do*	J. A. Zeller	1	3	44	122											
Lagrange	do	Paul M. Miller	2	1	63	60	0	0	0	0	4	2				174	177
La Gro	do	Walter Pavey	1	1	40	37	0	0	0	0	26	20	1	1	2	60	73
La Porte	do*	A. G. Hall	5	1	56	78									13		
Lawrenceburg	do*	T. H. Meek	2	1	21	24	0	0	1	1	0	0					
Lewisville	Richsquare Academy*	Oliver Steele	1	2	16	20	0	0					5	7	12		
Liberty	High School (colored)	P. B. Nye	2	0	36	43	36	43					0	7	4	150	137
Ligonier	High School (dept.)*	Charles Dolan	1	2	23	25	0	0	0	0	33	35	4	5	9		
Lima	High School	C. M. Leib	3	0	18	23	0	0	18	32			0	7		79	57
Logansport	do*	A. H Douglass	3	1	46	85	1	0									
Marion	do	Russell K. Bedgood	4	2	47	103	3	0					1	8	3	0	0
Martinsville	do	Paul Monroe	2	1	33	46	0	0					4	12		0	0
Michigan City	do	Edward Boyle	2	2	45	62	0	0	1		2	4	8	13		570	507
Middlebury	do	L. H Kreke	1		11	20	0	0					0	0	0	61	59
Mishawaka	Union High School	Miss Olive Batman	1	2	40	40	0	0	0	0	5	10	2	3	5	276	240
Monticello	High School (dept.)*	J. W. Hamilton	2	1	12	33	0	0	2	0			1	3	4		
Moorefield	do*	D. Culbertson	1	0	14	14	0	0									
Mount Sterling	High School*	I. W. Richards	1	0	13	14							0	6	0		
Mount Vernon	High School (dept.)	Edwin S. Monroe	4	1	27	56	0	0	2	5	4	2	3	18			

Muncie	High School*	D. C. Barrett	2	3	69	107	3	1								11			
Nappanee	do	B. F. Deahl	2	4	13	16	0	0										203	200
New Albany	do	Joseph P. Funk	1	3	47	70	0	0	5	1	1	0	7	13		6	0	0	
Do	Scribner High School*	W. O. Vance	1	1	16	18	16	18	0	0	0	0				0			
New Castle	High School	Rosa R. Mikels	2	1	43	71	0	0	0	0	3	0	1	13					
New Harmony	do	Mrs. Elma Wood	1	1	14	35			5	0	10	0	3	3		5			
Noblesville	do*	J. F. Haines	3	0	46	55	1	1			3	0							
North Vernon	do	Horace Ellis	0	2			0	0	1	0			2	5		4	11	13	
Oakland City	do	Mrs. Ella C. Wheatley	1	1	13	31		1					3	4		3	15	12	
Oxford	do	M. F. Ovear	1	1	8	23	0	0	0	0	8	23	2	5		7	0	0	
Patriot	do	R. L. Thieband	1	0			0	0					0	1			50	42	
Peru	do	A. D. Moffett, A. M	3	2	54	19	1						8	9		17			
Petersburg	do	R. W. Jones	2	0	22	29	1	0					1	1		2	202	196	
Plymouth	do*	R. A. Chase	1	1	17	20													
Portland	do	Geo. W. Meckel	2	0	17	33	0	0	4	14	2	4	4	6		10	0	0	
Princeton	do	Hiram W. Monica	3	0	27		1	0	5	3	1	1	0	12		11	394	407	
Remington	do	J. C. Dickerson	1	1	13	34	0	0	0	0	0	0		3					
Rensselaer	do	Samuel E. Sperling	3	0	40	52	0	0					1	5		6	150	170	
Richmond	do	O. L. Kelso	5	5	106	49	3	3	9	13			5	16		4	0	0	
Rising Sun	do	Chas. L. Pulliam	2	1	50	60	0	0	0	0	0	0	4	10		0	0	0	
Roanoke	do	J. F. Smith	1		7	10	0	0								0	16	12	
Rochester	do	Miss Emma Butler	0	2	19	34	0	0					2	5			4	16	
Rockport	do*	V. McKnight	1	1	20	47					2	4				6			
Rockville	do	Jno. N. Spangler	1	1	21	37			2	0	0		4	11		15	187	244	
Rushville	do	W. H. Masters	1	1	15	30	1	0	5	10	0	0	3	8		6	0	0	
Salem	do	W. S. Almond	3		18	32			2	3			2	8		4	180	90	
Seymour	do	Elizabeth Granel	1	3	29	80	0	0	20	30			3	14		17	0	0	
Sheridan	do*	C. A. Peterson	2	0	30	6	2	1											
South Bend	do	E. F. Lohr	2	4	84	131	1		26	30	20	10	12	17		22			
Spencer	do	Alice W. Milligan	1	1	25	50	3	2	8	10	5	15	1	6		1	245	218	
Sullivan	do	S. E. Raines	2	0	23	34		1	0	0	0	0	5	3		0	0	0	
Terre Haute	do	A. L. Wyeth	4	12	221	289	3	8					10	41					
Thorntown	do	A. E. Malesbary	1	1	20		0	0	12	10	8	5	2	1		3	0	0	
Tipton	do*	R. M. Recobs	2	0	26	37										5			
Union City	do	Mrs. Susan Patterson		2		53	2	1					6	11			229	235	
Valparaiso	do	Susan M. Skinner		3	33	66	8	0					2	11		13	0	0	
Vevay	do	Annie L. Trofelet		2	33	55	0	0					9	11			150	204	
Vincennes	do*	Phillmer Day	2	2	27	84	0	0											
Wabash	do	Adelaide Baylor		3	18	53	0	0	1	2	1	2	4	13			0	0	
Warren	do*	D. R. Major		0		30	0	0											
Warsaw	do	Eugene Mowier		2	42	58	1	0	1	3			2	10		4			
Washington	do	W. F. Axtell	2	1	54	71							3	17					
Waterloo	do	H. H. Keep		1	25	17	0	0		1	2		2	1		3	141	133	
Williamsport	do	S. C. Hanson	1		9	11					9	11	2	5		7			
Winamac	High School (dept.)*	A. T. Reid, A. M	1	1	27	33	0	0	2	1						3			
Winchester	High School	H. W. Bowers	3	1	30	38							4	8			112	126	
Wolcottville	do	Herbert S. Gilliams	2	0	14	20	0	0					2	5		7	54	59	
Worthington	do	J. V. Zartmann	1	1	24	39			1	2			3	6		3	145	175	
Xenia	High School (dept.)*	W. E. Alexander	1	0	16	16			3	1									
Zionsville	High School	Melville D. Avery	1	0	10	18	0	0	0	0	0	0	4	0		0	80	89	

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office	Name of institution.	Name of principal	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade	
			Male.	Female	Male.	Female.	Male.	Female.	Male	Female.	Male	Female.	Male.	Female.		Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
INDIAN TERRITORY.																	
Tahlequah ..	Cherokee National Male Seminary.	J L. Smith	2		54								5			90	
IOWA.																	
Ackley	High School	C H Cole	1	1	19	39	0	0	0	0	3	8	4	5	5	165	160
Adair	do	J W. Kitch	1	1	21	28							1		1		
Adel	do	E B Wilson	1	2	25	27	0	0	2	3	5	0	1	1	1		
Afton	do	Albert G Owen, A. M.	1	3	61	70	1	0	4	3	9	8	8	10	5	0	0
Akron	do	J. C Hise	2	0	42	42	0	0	2	3	0	0	1	1		30	15
Albia	do	H C Hollingsworth	2	2	38	42	1							1	0	17	25
Algona	do	W. H. Dixon	1	3	32	38	0	0	0	0	3	2	3	5	5	0	0
Allerton	Normal and Graded School	G. M. Holiday	1	1	30	45							4	4	3	102	123
Alta	High School (dept.)*	G F. Ostrander	1	1	12	26											
Ames	High School	C. C Carstens	1	3	45	57	0	0	2	10	10	5	0	1	1	0	0
Anamosa	do	Park Hill	1	1	28	31	0	0	15	12	6	3	0	0		174	162
Atlantic	do	Ellen M. Austin		4	66	95	0	0					7	9	16		
Audubon	do	F. P. Hocker											0	11			
Avoca	do*	W. C Davis	1	1	10	20	0	0	4	6	0	0	2	6	6		
Bedford	do	W. Bell	1	2	37	45	1	2	3	1	1		3	7	1	0	0
Belle Plain	do	S. B. Montgomery	1	2	63	29	0	0	4	5	14	20	5	14		127	331
Bellevue	do	Wilbur H. Bender	1	1	12	24	0	0	1	1			1	6	1		
Birmingham	High School (dept.)*	W. C Kennedy	1	1	21	25	0	0					3	2	5		
Blairstown	High School	Lyle E. Goodwin	1	3	17	29	0	0		1						70	75
Bloomfield	do*	S J Finley	2	0	23	42	0	2									
Bonaparte	do	Miss Annie E. Packer		2	10	25								3		100	118
Brighton	do	A. L. Holiday	1	1	20	30	0	0					4	4	3	93	72
Brooklyn	do	W. C. Mayburn	1	2	36	38	0	0	0	0	16	18	4	4	3	103	157

Burlington	do	E. Poppe	4	4	97	205	1	3	18	17	5	0	9	20	0	.....	.....
Cantril	High School (dept.)*	W. A. Cave			31	32	0	0	6	2	0	0	0	0	8	.....	.....
Carroll	High School	J. L. Rose			10	33				1		5		5	5	4	9
Carson	do	Walker DeWitt			17	25	1	2					1	1	2	36	42
Cedar Falls	do	O. J. Laylander		3	40	61	0	0					10	9	7	400	400
Cedar Rapids	do	A. S. Abbott		10	140	210	0	3	20	30	10		12	27	11	.....	.....
Centerville	do*	H. C. Hollingsworth			27	48	0	0									
Charlton	do	Mrs. L. B. Carlisle	1		17	40	0	0					2	10	4		
Charles City	do	Geo. S Dick	2	2	55	109	0	0					2	5		0	0
Cherokee	do	J. C. Yocum		3	40	62	0	0	0	0	0	0	3	6	0	350	370
Cincinnati	do	J. W. Roley	2	0	12	32	0	0	4	0	0	0	3	12	5	50	100
Clarinda	do	Miss Eliza Mitchell	1		13	25	0	0					0	6		11	46
Clarksville	High School (dept.)*	E. M. Greene		2	37	42	0	0	0	0	0	0	0	0	0		
Clear Lake	High School	Frank I. Drake			20	33	0	0					4	5		100	150
Clinton	do	Julia J. Sweet		5	35			2	0	0			4	12	6	0	0
Colfax	do	W. F. Salmon			20	27	0	0					3	3		101	109
Corning	do	Ira P Clark		2	19	31		2	8	12	8	10	4	6	9		
Correctionville	do	C. W. Bran			21	25	0	0	3	2			0	0	0	152	128
Corydon	do	Louis Begeman			24	35	0	0			5	2	1	4	1	7	12
Council Bluffs	do*	F. A. Hyde		3	48	125	0	2									
Cresco	do	L. E A Ling		2	12	14	0	0	0	0	0	0	2	5	7	8	14
Creston	do	O. E. French	12	3	38	81	0	0	0	4	2	0	60	20	7	48	75
Davenport	do	F. E. Stratton	4	4	111	190	1	0	5	1			10	38	20	0	0
Decorah	do	Clarence M. Boutelle	3	2									1	3	1		
Denison	do	A. C. Warthen	1	1	16	30	0	0	1	4			2	9	5	10	14
Des Moines	East Side High School	E H. White	2	5	83	178	3	6					6	12		0	0
Do	Forest Home High School	Louisa Paterson	1	2	40	86	0	0									
Do	West Side High School	Herbert T. Kincaid	5	6	106	204	0	0					5	16	13	0	0
De Witt	High School	Margaret Buchanan	0	2	18	37	0	0					5	9	6	0	0
Dow City	do	Ida A Mosher	0	1	15	15	0	0	0	0	0	0	0	0	0	56	98
Dows	do	R. B. Daniel	1	0	1	15	0	0			1	1	0	0	0	72	78
Dubuque	do	David Compton							1				13	30	1		
Eagle Grove	do*	J G Grundy		2	19	30	0	1	0	0	0	0	1	5	6		
Eddyville	do	M. D. Hayes		1	29	41	0	0					2	9	0	95	94
Eldon	do	F. S Robinson		2									1	4	5		
Eldora	do	C. F. Woodyard		2	27	53	0	0					4	7	1	227	213
Elkader	do*	J E. Welb	5	1	29	30			0	0	4	3			7		
Emmetsburg	do	H. S. Gemmill		1	10	10	0	0	2	1			4	0	4	19	18
Essex	High School (dept.)*	David Williams		0		2	0	0	1	1							
Estherville	High School	H H. Davidson		1	17	29	0	0	0	0	17	29	1	4	5	221	199
Fairfield	do	Miss Anna E Livingood		2	21	3							3	7	11	14	18
Farmington	do*	J F. Anderson		1	18	20	0	0									
Farragut	do	H M. Dungan			18	18	0	0			18	18	1	2	0	58	59
Fayette	do	F. H Bloodgood			17	20	0	0	0	0	0	0	9	8		130	130
Forest City	do	Frank H. Fook	1	1	15	22	0	0	0	0	3	2	4	3	0	175	170
Fort Dodge	do*	E. N. Clark	2	1	35	70	0	0							8		
Fort Madison	High School (dept.)*	N. C. Campbell, A. M	2	3	42	69	12	17							5		
Garden Grove	High School	J. A. Beard	0	1	0	0	0	0	0	0	1	2	0	0	0	21	27
Glenwood	do*	H. M Brayton	1	1	22	32	0	0							4		
Grand Junction	do	J. L. Lyon	1	1	17	23	0	0	0	0	0	0	5	4	5	108	113

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-92*—Continued.

State and post-office.	Name of institution.	Name of principal.	Number of instructors, secondary.		Number of students in secondary grade.		Colored secondary students included		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male	Female	Male	Female.	Male.	Female.	Male.	Female.	Male	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
IOWA—continued.																	
Greenfield	High School	A. A. Taylor	1	1	28	48	0	0					4	0		157	165
Grinnell	do	Blanche E Hay	4	3	44	47	1		16	21			7	7	8	28	26
Grundy Center	do	W. D Wells	1	1	22	28	0	0	0	0	1	2	2	7	3	180	187
Guthrie Center	do	F E Palmer	2	0	25	35	0	0	4	6	4	7		4	2	125	125
Guttenberg	do	Sumner Miller	1	3	15	16							3	0	3	83	71
Hamburg	do	J. C. King	1	1	20	25	0	0					3	2		194	212
Hampton	do	Mary I Jarman	1	5	55	102	0	0					3	3			
Harlan	do	A. B. Warner	1	2	36	65	0	0					2	8		0	0
Hawarden	do	J. L. Mashler	1	0	7	8	0	0			7	8	0	0	0	90	100
Hull	High School (dept.)	D. M. Oda	1	1	14	30										24	16
Humboldt	do	Clarence Wesser	2	0	24	44	0	0					0	2		118	144
Humeston	High School	J. F. Holliday	1	1	25	35	0	0					1	6		65	75
Ida Grove	do	Sherman Yates	1	1	22	24					2	2	4	4	4	4	14
Independence	High School (dept.)	Clara M. Travis	2	4	51	70	0	0	12	26	28	44	6	8	14	357	403
Indianola	High School	O. W. Maxwell	1	2	36	52	0	1					4	0	8	0	0
Iowa City	do	Edward L. Porter	2	3	70	107	1		2	10	12	15	24	23	47	0	0
Ireton	do	C. S. Cobb	1	1	10	21	0	0			0	1	6	6	1	61	55
Jefferson	do	E. D. Y. Culbertson	1	2	44	50	0	0					2	5	5	224	234
Kellogg	High School (dept.)	J. A. Callison	1	1	20	27			0	0	0	0	0	0	0	0	0
Keokuk	High School	G E Manhall	3	3	46	110			4	3	3	1	11	25	7	0	0
Keosauqua	do	Albert B. Goss	1	1	24	23	0	2			3	2	3	7	5	20	20
Kingsley	do	Clara W Ellis	0	2	25	28	0	0					4	2	6		
Knoxville	do	Miss Emma Hend[illegible]n.	1	3	53	59	0	0					2	7			
Lake Mills	do*	J. F. Waadt	1	0	7	24					3	5	1	4	5		
Lansing	do*	J B. Knopfler	1	1	9	21	0	0	0	0	2	0	0	0	0		
Laporte City	do	J F. Knight	0	2	52	75	3	0			5		7	10	9		
LeClaire	do	A E. Baker	1	1	7	13	0	0	2	4	1	3	2	4	4	68	82
Le Mars	do*	Franc Magness	0	2	14	36											
Lenox	do*	R. Turney	1	1	9	13											
Leon	High School (dept.)*	A. L. Lyon	3	0	31	62	0	2	0	0	0	0	0	5	5		

Lineville	High School	Lincoln Buchanan	1	1	20	20	0	0					0	0	0	22	101
Lisbon	do	M. D. Runkle	1	5									15	13	15	108	125
Logan	do	H. E. Wheeler	1	1					7	4			2	4	3		
Lynnville	do	Miles W. Newby	1	0	13	17										50	71
Lyons	do	Mary J. Palmer	1	2	25	48	0	0			4	5	2	13	4		
McGregor	do	J. B. Smiley	0	1	20	35	0	0			6	12		3	3	105	106
Macksburg	do	W. H. Hyde		2	7	8										8	23
Malcom	High School (dept.)*	F. M. Wagoner	1	1	7	13	0	0							0		
Malvern	High School	Fred Joubert	1	0	17	24	0	0	0	0	0	0	0	0	0	0	0
Manchester	do	Miss Amy Boggs	1	3	60	65	0	0					7	8	7	0	0
Manning	do	Miss S. L. Garrett			27	32	0	0			4	7	4	7	11	100	166
Mapleton	do*	C. W. Durette	1	0	12	18	0	0									
Maquoketa	do	C. C. Dudley	1	3	57	71	0	0	11	14	8	3	10	8	9		
Marengo	do	C. H. Carson	1	2	40	60	0	0					4	11			
Marion	do	Irvin D. Martin	1	3	46	86							6	12	12	0	0
Marshalltown	do	Miss Florence Walraven	2	8	73	133	2						17	26	21		
Mason City	Public School	William Wilcox	3	2	45	90							3	7	4	305	610
Menlo	High School	R. C. Gibson	1	0	12	28							2	6			
Milton	do	D. L. Newkirk	1	0	17	30	0	0	6	10						0	0
Missouri Valley	do	Thalia Cochran	0	1	12	12	0	0	0	0	0	0	0	0	0	23	21
Mitchellville	High School (dept.)	W. A. Gettis	1	0	18	21							3	3	2	74	87
Moingona	High School*	J. L. Cunningham	1	1	14	20			4	6	2	2	2	4	6	0	0
Montezuma	do	George W. Bryan	1	2	35	65					3	2	5	12	5	120	180
Monticello	do	W. A. Doran			39	43	0	0					0	0	0	329	197
Montrose	do	William H. Hopkeict			14	37							1	2			
Morning Sun	do	A. M. M. Dornon			28	37							1	6	3	113	103
Moulton	do	F. E. King	2		23	23	0	0					2	2		14	21
Mount Ayr	do	J. W. Wilkerson	0		30	54	0	0			4	8	2	8	10	170	190
Mount Pleasant	do	Laura J. Brown			30	50	2	4					1	10	9	0	0
Mount Vernon	do	C. A. Torry	2	0	23	38	0	0	4	5	15	9	4	12	16	0	0
Muscatine	do	E. F. Schall	2		64	105	1	1	5		3	2	7	30	7	164	127
Nashua	do	W. Scott Prouty	2		23	43	0	0	7	8	4	7	1	6		130	140
Neola	do*	W. B. Roeyland		2	14	26	0	0	2	2			0	0	0		
Nevada	do*	L. T. Weld			23	33	0	0	0	0	9	12	0	0	0		
New Hampton	do	F. B. Strike	2	0	30	50	0	0	0	0	0	0	5	5	0	180	210
New Sharon	do	M. O. Rowland	2	0	30	54	0	0					7	12	7	135	181
Newton	do	Dan Miller	1	2	50	50	1	1					6	7	12	250	250
Nora Springs	do	W. H. Allis	1	0	3	3							0	0		19	21
Northwood	do	E. W. G. Vogemtz	1	0	10	24	0	0	0	0			5	2	1		
Odebolt	High School (dept.)*	J. H. Orcutt	1	1	22	37									2		
Oelwin	High School	F. S. Watson	1	0	12	43	0	0								112	102
Ogden	do	C. F. Curtis	2	0	25	30	0	0					0	0		11	0
Onawa	do	F. E. Lark	1	2	23	25	0	0					3	7		14	20
Orange City	do	M. M. Mishler	1	2	3	10			1	3	0	4	0	0	0	174	175
Osage	do*	Geo. Chandler	1	1	42	44											
Osceola	do	I. N. Beard	2	1	23	40	1	1					2	0		250	350
Oskaloosa	do	G. H. Stempel	3	6	82	122	3	4	16	73	31	18	11	19		0	0
Ottumwa	do	F. C. Wixom	1	3	45	90	1						3	18	5		
Oxford Junction	do	A. Palmer		1	18	10								3	1	18	10
Pella	do*	W. E. A. Aul	1	1	7	20											

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office	Name of institution	Name of principal	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included		Number preparing for college, classical course		Number preparing for college, scientific course		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male	Female	Male	Female.	Male.	Female.		Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
IOWA—continued.																	
Perry	High School	Minnie Moore	2	3	47	79	0	0	3	10	----	----	2	7	10	408	448
Red Oak	do	H. H. Monlux	1	2	19	30	..		0	0	----	----	2	3	4	7	12
Riverton	do	Morris Dailey	1	0	14	10	----	----	----	----	10	11	1	3	----	64	78
Rock Rapids	do	E. E. Blanchard	1	2	28	57	0	0	2	5	5	2	5	7	8	115	239
Sabula	do	Philo E. Hoadley	1	1	15	25	0	0	0	0	3	3	3	7	4	100	80
Sac City	do	H. H. Fellows	1	1	13	30	0	0	----	----	4	6	2	2	1	152	156
St. Charles	do	Jno. H. Schroder	1	0	18	21	0	0	----	----	----	----	0	0	0	60	50
Sanborn	do	W. I. Simpson	1	1	14	20	0	0	----	----	----	----	2	5	8	124	156
Scranton	do*	E. Bell	1	1	10	20	----	----	----	----	----	----	----	----	----	----	----
Seymour	do	S. L. Bill, supt	1	5	20	25	----	----	2	3	----	----	0	0	----	150	165
Shelby	do	H. A. Field	1	4	..	..	----	----	..	..	2	0	2	1	2	..	..
Sheldon	do	W. S. Wilson	1	1	17	39	0	0	1	1	5	0	----	3	0	187	199
Shenandoah	High School (dept.)	Miss Etta M. Hunter	1	3	33	61	..	..	..	..	..	..	..	14	..	0	0
Sibley	do*	W. A. Ferguson	1	2	33	35	0	0	8	12	----	----	6	4	4	----	----
Sidney	High School*	J. A. Farrell	1	1	17	24	0	0	----	----	13	0	..	..	----	----	----
Sigourney	do	J. P. Dodds	2	0	29	27	----	----	----	----	----	----	2	2	----	----	----
Sioux Rapids	do	J. E. Durkee	2	2	30	34	----	----	1	3	----	----	2	7	7	130	135
Spencer	do	F. E. Willard	1	2	37	60	0	0	----	----	----	----	2	5	4	0	0
State Center	do	Lucy Curtis	0	0	----	----	0	0	----	----	----	----	----	----	----	----	----
Storm Lake	do	H. G. Lamson	1	2	12	16	0	0	0	0	----	----	3	1	4	9	8
Stuart	do	Miss Jean Goldsberry	1	3	34	46	0	0	2	2	0	1	4	6	6	15	20
Tabor	High School (dept.)	E. H. Hamilton	1	1	24	31	----	----	15	19	----	----	6	6	12	8	11
Tama	High School	Horace M. Rebox	1	1	7	15	0	0	0	0	5	0	4	7	4	15	11
Tipton	do	J. E. Luckey	1	1	----	----	----	----	2	0	0	2	----	----	----	----	----
Toledo	High School (dept.)	J. B. Young	2	1	34	61	1	0	----	----	----	----	5	14	8	223	222
Traer	High School	Edw. H. Griffin	1	1	40	42	0	0	----	----	----	----	6	12	17	0	0
Union	do	E. A. Cromer	1	1	12	18	0	0	4	[illegible]	10	15	2	7	0	57	63
Unionville	do*	J. S. Stamps	1	[illegible]	4	9	0	0	1	[illegible]	----	----	0	0	0	----	----
Van Wert	do	W. W. Palmer	1	0	25	31	0	0	----	----	----	----	4	5	0	47	47
Victor	do	S. T. May	1	1	8	14	0	0	----	----	----	----	----	----	0	8	14
Villisca	High School (dept.)*	J. A. McLean	1	2	41	50	0	0	----	----	----	----	----	----	----	----	----

Vinton	High School	J. W. McClellan	1	3	45	62	0	0	1	4	5	1	10	15	11	289	297
Walnut	do	W. H. Koehler	1	1	23	41	0	0					2	2		0	0
Wapello	High School (dept.)*	A. M. M. Dornon	0	3	20	25	0	0	0	0	2	5	0	2	2		
Washington	High School	D. W. Lewis	1	3	46	101	0						12	25			
Waterloo	High School (west)	G. A. Bateman	1	3	37	94			3	2		4	4	6	10		
Do	High School (east)*	Lydia Hunnon	0	4	40	88			2	2		5			16		
Waukon	High School	H. F. Kling	1	1	24	28	0	0	2	2		1	4	3	7	160	170
Waverly	do	B. H. Sheakley	2	1			0	0					2	3	3		
Webster City	do*	C. R. Bamber	2	1	30	57			6	8	10	10	10	12	16		
West Branch	do*	A. T. Hukill	1	1	30	28							3	3	6		
West Liberty	do	J. M. Williams	1	2	33	49	0	0					7	10		149	114
What Cheer	do	A. L. Shattuck	1	1	21	32			10	5			2	4	6	401	352
Williamsburg	do	C. W. Yerger		6	30	35			5	5			3	5		96	96
Wilton Junction	do	A. L. Brower	1	1	32	35	0	0					4	12			
Winterset	do	W. J. Dean, supt		2	16	47	0	0	1		4	2	5	10	13	318	373
Wyoming	High School (dept.)*	J. J. Billingsley	1	1	26	26	0	0	1	2	0	0	12	3	5		
KANSAS.																	
Abilene	High School	Anna Miller	1	2	40	48	0	0								375	425
Anthony	do	Miss Hattie Hills	1	1	16	20			0	0	0	0	5	3	0		
Argentine	do	H. A. Hollister	1	1	20	21	0	0					2		0		
Ashland	do	W. L. Cowden	1		15	23										62	73
Atchison	do	J. T. Dobell	1	2	36	58	8	14								0	0
Belle Plaine	do	D. A. Iliff	1	0	1	0	0	0					2	3	0	0	0
Beloit	do	Geo. W. Horton	2		43	81	0	0					3	2		121	127
Blue Rapids	High School (dept.)*	G. H. Mays	1		25	35	4	5					14	9	23	223	355
Brookville	do*	T. J. Robinson	1	0	10	19	0		0	0	0	0	0	8	8		
Bunker Hill	High School*	J. L. Shearer	1	0	2	8	0	0	0	0	3	3	0	0	0		
Burlingame	do*	Jno. Dietrich	1		15	21	0	0	0		3	5			3		
Burlington	do	Mrs. May Shan	1		23	34	2	2					1	2	3	0	0
Burrton	do*	N. C. Stott, A. B	1	0	10		0	0	0	0	0	0	0	0	0		
Caldwell	do	J. F. Clark	1	1	10	17	0	0	0	0	0	0	0	0	0	272	265
Cawker City	do	M. Chidester	2	0	10	15	0	0	0	0	2	0	3	2	5	24	24
Chanute	do	S. W. Black	1		21	34	2		0	2	2	0	3	3	6	5	12
Chapman	do*	S. M. Cook	4	2	25	100	0	0	8	1	8	0	0	0	0		
Cherryvale	do	E. F. Taylor	2	0	9	22	0	0		22	0	0	3	5	8	0	0
Chetopa	do	E. A. Herod	1		20	30			5	5	0	0	5	5	10		
Clay Center	do*	E. L. Cowdrick	2	2	20	50	0		0	0	0	0	6	10		18	22
Colby	do*	J. W. McDougal	1	1	15	17	0	0	0	0	3	7	2	2	4		
Coldwater	do	Jno. Curran	1	2	25	17	5	5					1	2	4	60	80
Columbus	do*	S. J. Hunter	5	0	29	54	5	0					1		6		
Concordia	do*	Harriet L. Bennett	1		12	16	0	0	8	9	5	10			4		
Conway Springs	High School (dept.)*	I. E. Swain	1		15	25	0	0			4	5	1	4	5		
Cottonwood Falls	do*	Sadie P. Gresham	0	2	24	23	0	0			7	5	1	1	2		
Council Grove	High School	M. E. Leatherwood		2				2									
Dodge City	do	E. D. Webb		2	23	21	1						4	1		235	245
Downs	do*	D. F. Beacon	1	0	28	29	0	0									
Ellis	do	A. W. Whelan	1	0	12	25			0	0	0	0	1	2	0	104	128
Ellsworth	do	Richard F. Malaby	2		10	42		1				2			2	222	243

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal	Number of instructors, secondary.		Number of students in secondary grade.		Colored secondary students included		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
KANSAS—cont'd																	
Erie	High School	C. E. Merwin	1	0	15	25			1	3				14	3	142	165
Eureka	do*	H. B Baird	1	0	25	60	1	0									
Florence	do	Bertia C. Hastings	1	0	15	16	1	0					0	0	0		
Frankfort	do	J. L. Tarbox	2	0	19	31	1	4								120	130
Fredonia	do	J. C Gray	1	1	14	34	0	0	3	5			0	0	0	240	260
Galena	High School (dept.)*	Fred Dune	1	0	12	21											
Garnett	High School	R M. Killion	1	9	25	40		1					5	11	5	351	345
Geneva	do	L. L. Carter	1		3	11	0	0						5		30	35
Girard	do	J. W Weltner	1	1	12	30	1				18	30	4	5	9		
Glen Elder	do	T S. Johnson	1	0	8	9	0	0	1	3	0	0	1	3	4	0	0
Goodland	do	T J. Loar	1	0	16	37	0	0			1	3	0	0	0	128	139
Great Bend	do	Lizzie Wilson	1	2	37	36			0	4	3	0	2	7	9	342	365
Grenola	do	J F Deal	2	4	107	103											
Halstead	do	F. J Barackman	2		9	10								2		10	6
Hanover	High School (dept.)*	W. H. H. Platt	1	0	18	16	0	0	0	0	0	0	2	1	3		
Harper	High School	JonasCook	1	1	16	22	0	0	5	17	8	0	5	11	11	227	231
Hays City	do	L. H. Gehman	2	5	23	37							4	4	5	130	170
Herrington	do	B. F. Nihart	1		12	23							1	4	3	120	200
Hiawatha	do	F. C. Perkins	1	3	23	23	0	0					6	14		367	335
Holton	do	Miss Anna Milligan	1	0	20	32	1	1					1	17		0	0
Horton	do	H. F. Graham	2	1	17	27	0	0	0	0	14	20	3	0	5	0	0
Humboldt	do	H. R. Estey	1	1	16	25	0	0	0	0	0	0	0	0	0	7	12
Hutchinson	do	Mrs E. H Richardson	1	2	40	62	1	0	0		3	3	6	6	6	887	1,000
Independence	do	Geo C. Heritage	2	0	23	22	0	0					6	4	2	15	22
Iola	do	Hattie T. Williams	2	2	52	65	3	3	23	13			7	8			
Junction City	do	S. V. Mallory	1		1	1	1	1					4	9		14	24
Kingman	do	H. Clay White	1		20	30							6	6	6	230	230
La Crosse	do	J. E. Williams	1		16	28	0	0					1			80	100
La Cygne	do	W. A. Stacy	2		19	15	1						1	2	2		10
Lakin	do	W. F. Howard	1	0	2	0	0	0	0	0			1	1	4	2	

Lawrence	do	A. J. May	2	5	180	207	8	15	0	2	40	55			23		
Leavenworth	do	G. G. Ryan, A. M	2	8	112	192	8	6	11	6	6	4			10		
Leoti	High School (dept.)*	J. B. Freeland	1	0	17	21	0	0	0	0	0	0	0	0	0		
Lyndon	do*	J. Adams	1	0	5	15	0	0	2	5	4	10	0	0	0		
Lyons	High School*	Ida M. Hodgdon	1	1	26	22	0	1	0	0	8	2	3	2	0		
McPherson	do	Mary A. Ludlum			22	30							3	8	11		
Manhattan	do*	Amy Gerrius	1	1	6	18	1	2	2	0	6	8			2		
Mankato	do	E. M Brockett	2		23	47					23	40	2	3	5	118	109
Marion	do	D. W. De Lay	1	1	30	32	0	0	25	27	5	5	2	5	7	275	300
Marysville	do	Geo. C. Baker	3		33	31	0	0					1	3	2	289	291
Morantown	do	J. A. Coulter	1	0	5	12	0	0	0	0	0	0	1	1	0	108	98
Mulvane	do*	J. V. Colville	1	1	8	8											
Neodesha	do	J. G. Mote	3	4	93	242	1	1	8	1	2		3	1	4		
Neosho Falls	High School (dept.)*	A. H. Newton	1	0	9	9	0	1					2	1	8		
Newton	High School	F. H. Olney	1	1	32	47							7	7		0	0
Norton	do	Dr. J. H Ely	1				0	0					0	6	0		
Osage City	High School (dept.)*	E. E. Hench	2	0	20	20											
Osborne	High School	W. H. Olin	1	1	15	20	0	2					2	4	4	14	18
Oswego	do	J. T. Kaho	2	0	23	28	0	0					2	10		334	358
Ottawa	do	F. P. Smith	1	2	44	67	1	4	11	20	5	8	6	12			
Paola	do	R. L. Parker	2	1	28	49		2	1		27	48	3	1	4		
Peabody	do*	William Wheeler	2	1	36	24			6	5	8	7			5		
Pittsburg	do	D. E. Pence	2	1	24	30	0	0			8	6	2	3	0		
Plainville	do	G M Brown	1	3	20	35	0	0	0	0	0	0	2	3	0	3	4
Pleasanton	do	F McClellan	1		11	20					4	10	2	6	8	130	140
Pratt	High School (dept.)*	J. A Butcher	1	1	23	46	6	10	0	4	3	4	0	0	0		
Reserve	High School	D. C. Nutting	1	1	5	5	0	0	2	3	5	5	0	0	0	28	29
Russell	do	L. A Parke	1	0	10	14	0		0	0	10	15	2	9		8	11
Sabetha	High School (dept.)*	J. B. Morgan	1	5	39	46	6	7			4	8	1	4	5		
Salina	High School	H. G. Woodrow	2	1	46	101	2	3	10	32	25	41	1	7	8	664	652
Sedan	do	J. A. Ferrell	1	1	14	34							5	5		146	150
Sedgwick	do	H W. Charles	2	0	20	23	0	0	11	17	2	0	1	2	3	182	131
Seneca	do	J. G Schofield	0	2	30	60	0	0					5	1	6	275	259
Smith Center	do	J. N. Mosher	1	0	12	15							1	7		105	115
Soloman City	do	L. H. Wishard	2	0	20	20	0	0	10	10	5	10	0	10	10	125	175
Sterling	do	Benj. M. Southgate	6	3	17	30	0	0	7	2		0	2	0	2	0	0
Strong City	do	D. J. White	1	0	16	14	3		0	0	0	0	1	0	1	90	97
Topeka	do	H. G. Larimer	4	7	148	195	7	10									
Toronto	do*	E E Kelley		0	24	22	0										
Warnego	do*	R. W Pemberton	2	0	20	23	8	10	0	3			8	2	5		
Washington	do	J. W. Dinsmore	1	1	19	31	0	0			1	1	2	2			
Waterville	do	D A. Chapman			6	5	0	0			2	3	2	4		4	9
Weir	do	George B Deem	1	0	19	24	0	0	0	0	0	0	0	0	0	365	373
Wellington	do	H. F. M. Bear	3	0	28	62	0	2					0	0		0	0
Wichita	do	U P. Shull	3	5	108	199	2	0					12	15	7		
Wilson	do	Dallas Grover	2		13	18			6	4			4	5	6	140	150
Winfield	do	J H. Lee		1	30	56	2			5				6	5		
Yates Center	do	T. H. Jones		0	8	13	0	0	0	0	0	0	2	2	0	18	24

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office	Name of institution	Name of principal.	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male	Female	Male	Female	Male.	Female.	Male	Female	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
KENTUCKY.																	
Adairville	High School (dept.)*	Wm. McNeeley	1	0	14	13	0	0	0	0	3	5	0	0	0		
Albany	High School*	A. L. Rhoton	1	0	15	7				0							
Ashland	do	Maria L. Roberts	1	1	5	40	0	0	[illegible]	15	0	0	0	3	3	0	0
Benton	Benton Seminary*	T. H. Wright	1	0	5	6											
California	High School (dept.)	O. Ogden	1		14	10	0	0			10	8	14	10	24	25	50
Carlisle	do	D. P. Pratt	1	0	15	20	0	0					0	0			
Carrollton	High School*	C. R. Melcher	2	0	20	15	0	0							4		
Cold Springs	Walnut Hill Seminary*	Jessie McClanahan	0	2	14	15											
Corinth	Corinth Academy	Robt. V. Fletcher	1	1	24	24			3	0	7	5				82	76
Corydon	High School	C. E. Dudley	1	1	8	30							1	3	3	128	130
Covington	do	H. R. Blandell			2	2										70	103
Crab Orchard	Crab Orchard Academy	W. S. Burch	1	1	11	8										32	26
Cynthiana	High School	C. A. Leonard	1	1	13	30	0	0	0	0	0	0	1	6	0	146	180
Danville	Public School	Miss Smith														97	93
Dayton	High School	Alice Vogleback	1	2	11	21	0	0					1	5		391	397
Dixon	do	Herbert C. Marshall	1	0	25	25	0	0	0	0	0	0	0	1	0	56	65
Elizabethtown	do	W. F. Pate	1	0	14	22			6	6	2	0	0	2	0	0	0
Flemingsburg	do*	G. O. Willet	1	2	35	30	0	0									
Frankfort	do	McHenry Rhoads	1	1	12	48							0	7	7	493	414
Fulton	Carr Institute	W. A. Goodwin	1	1	30	37										100	100
Ghent	High School	W. L. Dirken	0	1	12	8	0	0	0	0						38	35
Hardyville	Union Academy*	S. M. Durham	2	0	52	43											
Harrodsburg	High School (dept.)*	C. W. Bell	1	0	10	5	0	0	10	5							
Hopkinsville	do*	C. H. Dietrich	1	2	5	25	0	0									
Hyden	do	Jas. B. Burton	1	0	13	11	0	0	1	0			0	0	0	51	47
Lamasco	Lamasco Academy	J. J. Null	1		10	20			4				0	0	0	15	16
Louisville	High School (colored)	Jno. M. Maxwell	4	0	30	117	30	117					1	15		150	240
Do	High School (boys)	Maurice Kirby	0	0	224								24				
Do	High School (girls)	W. H. Bartholomew		13		433				2				31	2		
Madisonville	High School (dept.)*	T. H. Smith (supt.)	1	4	52	54											

Monroe	Monroe Institute	J. A. Howard	2		56	31			9		13	7					21	16
Moscow	High School*	S. L. Roulhac	1	0	10	10												
Mount Sterling	High School (dept.)*	W. F. Hibler	0	1		21												
Newport	High School (Highland)*	Jas. McGinnis		0	18	7	0	0	6	4	0	0			4			
Do	High School*	Jno Burke (supt.)		4	45	101												
Nicholasville	High School (dept.)*	T. P. Throop	1	0	20		0	0	6	3	4	2						
Owensboro	High School	W. C. Warfield	2	2	27	60	0	0	3	1	8	14					0	0
Paducah	High School (dept.)*	G. O. McBroom	2	1	29	85	8	12										
Paris	do*	J. C. Graves	0	2	32	40			2	3			10	6	16			
Shelbyville		B. P. Tevis	1	3	20	25	0	0			0	0					55	65
Versailles	High School	John Letcher Patterson	2	3	30	20	0	0									57	53
Williamstown	High School (dept.)	I. G. Robinson	1	1	25	25	0	0	12	15	5	3	0	0	0		100	100
Winchester	High School	A. C. Fleshman	2	3	15	30											260	205
Wingo	do	J. M. Andrew		2					5	7	10	5					86	100
LOUISIANA.																		
Lake Charles	High School*	C. H. Beecher	1	0		22	0	0	0	0	0	0	0	0	0			
Monroe	Ouachita Parish Central and High School.	J. E. Keeny	4	1	79	52	0	0	4	0	0	0		3	3		110	120
New Iberia	High School (dept.)	W. M. Howe		1	2	17	0	0						3	3		9	24
New Orleans	High School, No. 1	Joseph V. Calhoun	8	0	289	0	0	0						76	0			
Do	High School, No. 2 (girls)*	Mary Stamps	0	10	0	293	0	0						0	93			
Do	High School, No. 3 (girls)	Miss Caroline Hubbard	0	9	0	195									45			0
Sugartown	High School	S. J. Iles	1	1	15	14	0	0	0	0	0	0					30	24
MAINE.																		
Addison Point	High School*	L. C. Haycock	1	1	23	14												
Alfred	do	Fred. Freeman		2	22	29	0	0	2	0			2	3	0			
Anson	do*	F. G. Manson	1	3	30	35			6	4	1	0			5			
Ashland	do*	H. A. Greenwood	1	0	17	23												
Augusta	do	J. H. Parsons	4	2	66	80	0	0	30	6			7	4	5		0	0
Bangor	do	Miss J. A. Philbrook	3	7	107	173			15	9	12	0	14	37	6			
Bath	do	Herbert E. Cole	5	3	80	126	0	0	25	10	7	2	10	6	3		0	0
Belfast	do	F. W. Chase	1	1	24	53			0	0	3	2	2	6	0		0	0
Berwick	do	J. H. Maxwell	2		14		0	0		3				3	3			
Biddeford	do	Jno. P. Marston	3	1	68	81	0	0	12	3	3	4	9	27	4		0	0
Booth Bay Harbor	do	J. M. Pike	1	5	25	25	0	0	0	2	2	10	0	0	0			
Boudoinham	do	Jno. A. Cone		0	10	21	0	0	0	0	0	0		5	0		4	13
Brewer	do	Charles E. Cook			25	40								2	0			
Bridgeton	do	Charles H. Wardwell			24	33			8	4	3		5	7	4			
Brownsville	do*	F. S. Hamlet	1	1	23		0	0	5	2	3	0	0	0	0			
Brunswick	do	Charles Fish	1	3	55	56	0	0	15	6	5	0	7	7	7			
Bryants Pond	do*	S. A. Thompson	1	1	22	27	0											
Buxton Center	do	C. R. Smith	1	1	19		0	0	3	0	2	0	5	5	1		2	6
Calias	do	F. W. Johnson	1	2	62	45	0	0	17	11	0	0	7	11	8		0	0
Camden	do	Fred. S. Libbey	1	2	16	40			0	4			3	7	2			
Canton	do*	J. M. Pike	2	2	38	20	0	0	0	0	0	0	0	0	0			
Cape Elizabeth	do	D. W. Hawkes	1	2	60	75	0	0					4	8	0			

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

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			Male.	Female.	Male	Female	Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.		Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MAINE—cont'd.																	
Caribou	High School	W S. Knowlton	1	[illegible]	69	90			10	6	10	13	2	[illegible]	0		
Castine	do	Rose E McIntyre, A M.		1	15	16	0	0	0	1	0	0	3	5	1		
Castle Hill	do*	Flora Winslow	0	1	18	17	0	0									
Cherryfield	do	A T Watson	1	1	28	35	0	0	6	8	2	4	1	2	0	10	18
China	do	N A Webb	2	0	12	15	0	0	3	4	1	0				8	7
Corinna	Union Academy	Charles F Smith	2	0	23	32	0	0	4	0	2	0	2	1	1	0	0
Danforth	High School	R D M Keen	1		4	7										21	21
Dennysville	do	Dellie McDonald	0	1	8	6	0	0									
Dexter	do	F A Spratt	1	1	27	38	0	0	4	3	2	0	1	7	2	0	0
East Exter	do*	J W. Butler	1	0	13	13	0	0									
East Machias	Washington Academy.	Ivory H Robinson	1	1	16	20	0	0	5	5	1	0	3	6	2	14	14
Eastport	Boynton High School	Preston I Merrill	1	1	20	24	0	0	0	0	6	0	2	8	1	30	36
Ellsworth	High School	M. L. Kimball	1	2	40	45	0	0	5	3	3		5	11	2	0	0
Fairfield	do*	W L Powers	1	2	43	72	0	0	10	9	3	0	3	[illegible]	7		
Fort Fairfield	do	Georgeff Stoddard, A.B.	1	2					6	2			4	9		10	14
Freeport	do	W B Mitchell	1	2	30	39	0	0	13	5	7				6	0	0
Gardiner	do	William L. Powers	1	2	64	90	0	0	15	18	4		7	22	3	0	0
Gorham	do*	W. W. Woodman	3	2	30	35	0	0	5	4					1		
Guilford	do*	F. F. Hayes	1	2	17	16	0	0	2	2	0	0	0	0	0		
Hallowell	do	A H. Brainard	1	2	45	50	0	0	3	4			6	5	5	0	0
Kennebunk	do	Will A Smith	1	0	16	28			3	1			3	3	3		
Lisbon	do*	C J Nichols	1	1	18	22	0	0	4	2	0	0			3		
Livermore	do*	Earnest Chovey	2	0	20	20	0	0	0	0	0	0	0	0	0		
Livermore Falls	do*	A. D. Park	1	1	21	23	0	0	2	0	0	0	2	0	2		
Machias	do*	A J. Whitney.	1	1	16	28			4	3	1	0					
Machiasport	do*	W. R. Pattengall	1	1	29	30											
Madison	do	C. O. Small, reporting officer	1	1	12	18	0	0	4	1	0	0				20	25
Mechanic Falls	Minot High School	Frank P. Morse	1	1	11	17	0	0	0	0	0	0	0	0	0	0	5
Do	North Poland High School*	P. F. Knight	1	1	25	19											

Milbridge	High School *	W. H. Dresser	1	0	11	18	0	0	0	0	0	0	0	0	0			
Milo	do	Edgar S. Hawkes	1		7	6										28	34	
Minot	do*	F. P. Morse	1	1	11	19	0	0	0	0	0	0			0			
Monson	do	C. E. B Libbey	1	1	23	30	0	0	8	6			1	8	8	0	0	
Mount Desert	do	George W. Earle	1		12	11										10	14	
New Portland	do*	J. S. Williams	1	1	43	60												
New Vineyard	do	Henry L. Carron	1		15	15	0	0								5	3	
North Anson	do	F. G. Manson	1	2	41	39			1	2	1	0	2	5	2	4	8	
North Berwick	do	W. S. Dunn	1	1	26	22	0	0	3	1						0	0	
North Parsonfield	Parsonfield Seminary	Isaiah Truphant, A. M	3	1	23	12	0	0	2	5	0	0	2	1	0		1	
North Windham	High School	F. B Usher	1	0	28	13	0	0	2	0	0	0	0	0	0	0	0	
Norway	do	M. H. Small	1	2	35	50			12	9			9	6	8			
Oakland	do*	J. H. Blanchard	1	1	26	24	0	0										
Old Orchard	do*	Ida B. Newhall	0	2	6	17	0	0										
Old Town	do	C. F. Cook	1	1	30	28	0	0	5	0			2	1	2	0	0	
Paris	Paris Academy *	Gates	1	0	7	18												
Pembroke	High School*	W. W. Boone	3	0	14	14	0	0	0	0	0	0	0	0	0			
Phillips	do	Chas. L. F. Whitcomb	1	1	11	13			3	2						64	51	
Portland	do	Albro E. Chase	4	9	207	216	0	0	60	18	0	0	14	18	15	6	0	
Princeton	do	E. D. Osborne and H. Horseman	1	1	16	18										10	9	
Readfield	do*	W. J. Trefethen	1	1	15	13	0	0	0	0	6	2						
Richmond	do	H. L. Jewett	1	0	18	19	0	0	1	3	2	0	1	6	0	0	0	
Rockland	do	Alvin C. Dresser	2	2	52	100	0	0	13	3			5	16	2	0	0	
Rockport	do*	S. J. Nowell	0	1	12	16	0	0	2	1	1	0			0			
St. Albans	do*	H. P. Peabody	2	1	48	56	0	0	15	7	0	0			3			
Sanford	do	O. Howard Perkins	1						6	0	1		2	2				
Searsport	do	C. A. Snell	1	1	20	14							0	4	0			
Shapleigh	High School (Lindsey) *	C. H. Merill	1	0	9	13	0	0	2	1	1	0			3			
Skowhegan	High School	Dana W. Hall	1	2	34	61	0	0	10	16	2	5	6	21	10	0	0	
So. Norridgewock	do	Geo. W. Earle	1	1	25	35	0	0	0	0	0	0	0	0	0	0	0	
South Paris	do	Henry Fletcher	1	2	35	40	0	0	5	11			0	5	1	0	0	
South Thomaston	do*	M. A. Whitmore	1	0	7	12												
Southwest Harbor	do*	W. W. Rich	1	0	6	11												
Sprague's Mills	High School (Easton) *	J. W. Owen	1	0	10	8												
Springvale	High School*	W. B. Moore	1	1	21	26	0	0	0	0	12	18			2			
Steuben	do	David Fletcher	1		10	12	0	0	0	0	0	0	0	0	0	4	3	
Thomaston	do*	W. P. Smithwick	1	1	33	53	0	0	7	10	2	0			6			
Topsham	do	Frank E. Russell	1	0	17	14	0	0					0	0		0	0	
Tremont	do	W. W. Ride and W. W. A. Heath.	2	0	30	50	0	0	0	0	0	0	0	0	0			
Troy	do*	H. T. Powers				25	45											
Union	do	G. A. Prock	1			40	35						2	2				
Unity	do*	S. W. Peabody	1	1		18	23	0	0	3	0	0	0		0			
Vinal Haven	do	Chas. E. Perkins	1	1		33	42	0	0	0	0	0		4		0	0	
Waldoboro	do	C. W. Averell	1			16	24	0	0				0	0	0	9	5	
Washington	do	T. S. Bowden		1		15	12	0	0					6		6	5	
Waterville	do	Lincoln Owen	1	4		69	95	1	1	21	16	0	0	9	22	13	0	0
Wayne	do	C. W. Crosby, reporting officer.						0	0									

* Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal	Number of instructors, secondary		Number of students in secondary grade		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MAINE—cont'd.																	
Westbrook	High School*	R. A. Parker	1	3	57	67	0	0	5	2					3		
West Sumner	do*	E. A. Robinson	1	1	31	26	0	0	13	8	7	1	8	4	13		
Windham	do	F. H. Swan	1	1	14	26	0	0	1							0	0
Winn	do*	H. J. Cross	1	1	25	20	0	0	3	0	6	4	0	0	0		
Winthrop	do	F. W. Plummer	1	1	13	20	0	0	5	3	1	0	7	12	2	72	93
Wiscasset	do*	W. A. Smith	1	1	18	22	0	0	4	3	0	0	1	1	3		
Yarmouth	do*	H. M. Moore	1	1	24	31	0	0	2	1	3	0			0		
MARYLAND.																	
Berlin	High School (Buckingham)	W. L. Carey	0	4	90	95	90	95			3	4	3	4	7	25	30
Boonsboro	High School*	W. A. Hernesberger	1	1	10	13	0	0					1	2	3		
Centerville	do*	A. G. Hanley	1	0	49	0	0	0	0	0	0	0	0	0	0		
Chance	do*	S. S. Handy	1	0	11	16	0	0	1	0							
Crisfield	do	Fred Sterling	1		17	22	0	0					0	0	0	118	121
Cumberland	do*	J. T. White	1	3	17	28											
Darlington	Darlington Academy	A. F. Galbreath	1	0	19	10	0	0	4	0	3	5				30	38
East New Market	East New Market Academy	Wm. P. Beckwith	1	2	6	20							0	4	4	42	41
Easton	High School*	E. D. Murdaugh	3	3	43	40	0	0									
Frederick	High School (Female)	Margaret Robinson	0	3	0	31	0	0						0	0	0	253
Frostburg	High School	A. A. Doub	1	1	40	40			2	3						200	250
Hagerstown	High School (Female)	Amon Burges	2	1	0	51				10		6		6		210	230
Do	High School (Male)	Geo. C. Pearson	3	0	50				4		1		12		4	0	
Hancock	High School*	W. M. Cross	1	0	19	22	0	0	7	8	0	0	4	8	12		
Havre de Grace	do	M. A. Newell	2	2	19	42	0	0	0	0	0	0	1	4	0	170	208
Laurel	do*	Maggie Edmonston	0	2	19	17			2	0	3	0			2		
Marion Station	do*	B. F. Haynes	1	0	11	17											
Middletown	do*	W. L. Avis	1	0	25	12	0	0	0	0	0	0	0	0	0		
North East	High School (dept.)*	G. S. Mattingly	1	1	21	26	0	0	0	0	0	0	0	0	0		

Pocomoke City	High School	H. J. Handy		0	8	19			8	1	0	0	1	2	2	146	156
Port Deposit	High School (dept.)*	J. M. Tull		0	4	9	0	0	0	0	0	0	0	0	0		
Princess Anne	High School	H. K. Winbrough	2	0	23	1									5	40	42
Rockville	High School (dept.) *	C. W. Baggarly	0	1	3	6											
St. Michaels	High School*	W. S. Crouse		3	44	55	0	0									
Sharpsburg	....do*	J. E. Wagaman		0	5	18											
Smithburg	....do	E. A. Spessard		0	5	13							1	1		56	68
Snow Hill	....do	Thos. H. Spence		0	14	17	0	0	2	4			4	6	6	90	120
Towson	High School (dept.)*	J. N. Wright		0	3	19	0	0									
Trappe	High School (Public)	D Melvin Long			14	9	0	0	2	0	0	0	2	0	2	0	20
Upper Fairmount	High School*	E. C. Winnbrough		0	24	25											
Upper Marlboro	Upper Marlborough Academy.	Thos. J. Grant, A. M		0	17				4				2		3	32	
Vienna	Vienna Academy	D. C. Wells	1		9	25			1	1			1	3	4		
Williamsport	High School	Jos. F. Kimler	1		13	20							0	2		120	100
MASSACHUSETTS.																	
Abington	High School	Alice C. Jones	0	3	35	46	0	0	0	9	0	0	6	9	0	0	0
Adams	....do	Chas. H. Howe	2	3	30	50	0	0	2	4	1	0	5	10	1	0	0
Amesbury	....do	A. E. Tuttle		3	32	64	0	0	7	9	6	19	6	18	5	0	0
Amherst	....do*	H. K. Whittaker		2	43	62	0	0	22	17	1	2			13		
Arlington	....do	A. G. Fisher		3	35	40	0	0	12	6	2	0	5	5	6	0	0
Ashfield	....do	Miss M E. Hersey		1	20	21			0	0	0	0	4	7	2	0	0
Ashland	....do	Harry K. Monroe		1	15	33			7				1	7	1		
Athol	....do	Geo. M. Strout	1	1	20	30			2	5	3	4	4	7	3		
Ayer	....do	F. W Vermille	1	0	25	36	1	0	0	20	20	10	4	6	1	0	0
Barre	....do	Addie F. True	0	2	20	17	0	0	2	1			2	2	2	2	7
Bedford	....do*	Maud Wood	0	1	19	5	0	0			0	0			0		
Belchertown	....do	Walter R. Whitcomb	1		11	28							1	3		6	1
Belmont	....do	Henry H. Butler		1	21	31	0	0	0	0	0	0	1	6	0	0	0
Beverly	....do	Benj. S. Hurd		5	65	90		1	5	1	1	1	17	28	5		
Blackstone	....do	John F. O'Connor		1	23	23	0	0					1	4	0	0	0
Bolton	Houghton High School	Anna L. Foster	0	1	4	3	0	0	0	0	0	0		3	0	3	3
Boston	High School (girls)	John Tetlow	2	23		639		11						163	0		149
Do	Public Latin School	Moses Merrill	15		470		2		470						57		
Do	Roxbury High School*	C. M. Clay		12	170	350	0	0	0	0	5	9	0	0	75		
Bourne	High School*	H. S. Bullen		1	11	21									7		
Bradford	....do	F. N. Newell		2	33	35	0	1	2	3			4	9	1	0	0
Braintree	....do	Chas. E. Stetson		1	30	53	0	0	0	0	0	0	8	9	0	0	0
Bridgewater	....do	Sumner W. Hines		2	26	38	0	0	0	0	1						
Brighton	....do	Benj. Wormelle		3	24	66	0	2					3	14	0	0	0
Brockton	....do	Edward Parker	4	8	139	23	0	0	19	23	9	0	4	5	9	0	0
Brookfield	....do	Edward B. Hale		1	17	35	0	0	3	0	4	3	6	10	4	0	0
Brookline	....do*	F S. Farnsworth	‡	5	51	68	0	0	9	13	0	0			3		
Cambridge	English High School	Frank A. Hill	4	13	187	321	6	8			21	8	43	39		71	44
Cambridgeport	Latin High School	Wm. F. Bradbury		7	137	102	2	1	125	93			10	14	24		
Canton	High School	Edw'd L. Underwood		1	11	16	0	0	0	0	0	0	1	7	0	0	0
Central Village	....do	Chas. H. Murdock		0	21	14	0	0	0	0	0	0	0	0	0	0	0
Charlestown	....do*	J. O. Morris	2	4	65	123	1	0									

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal	Number of instructors, secondary.		Number of students in secondary grade		Colored secondary students included		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male	Female	Male	Female	Male.	Female	Male.	Female	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
Chatham	High School*	M F Daggett	1	0	6	20	0	0	1	0	1	0					
Chelmsford	do	Susie M Emerson	0	1	21	20	0	0	0	0	0	0	0	4	0	0	0
Chelsea	do*	A E Briggs	3	7	150	200											
Cheshire	do	Lou B Ballou	0	2	4	6	0	0	0	0	0	0	0	0	0	71	65
Chicopee	do	Wm C Whiting	1	3	54	66			3	13	8	4	1	10	4		
Clinton	do	A E Ford	2	3	45	59			7	5	6		9	13	3		
Cohasset	do*	E. J. Cox	3	2	28	48	0	0	0	0	0	0	0	0	14		
Concord	do	Wm L Eaton	1	4	57	83	0	0	11	10	12	2	6	16	6		
Conway	do	E D Osborne	1	1	12	16			2	3						5	9
Dalton	do	H L Allen	1	1	27	39										3	3
Danvers	do	E Jay Power	1	2	40	62	0	0	3	6	4	3	12	13	6		
Dedham	do	Carlos Slafter	3	3	50	52	2	0	3	4	4	3	11	10	2	0	0
Dorchester	do	Chas J Lincoln	12	6	110	140	0	0			5	5	20	27	7	0	0
Dudley	do	Alfred G. Collins	2	3	17	15	0	0	1	3	12	11	2	1	2		
East Boston	do	Jno F. Eliot	2	3	45	90					6	0	14	21		12	14
East Bridgewater	do	Geo F. Murdock	1	2	33	44	0	0	2	1	1	0	2	5	0	0	0
East Douglas	do	Chas Eaton	1		7	28			1	1				4		3	4
Easthampton	do	Alfred B. Morrill	1	2	15	40	0	0	1	10	4	0	1	6	2	3	3
Edgartown	do	Chas D. M Dunham	1	0	12	16	0	0	0	0	0	0	2	0	0	3	2
Everett	do*	R. A. Rideout	1	2	28	46	0	0	0	2	1	0	6	5	1		
Fairhaven	do	Etta L. Chapman		2	21	26	0	0		1	2	0	3	7	1		
Fall River	Durfee High School*	R F Leighton	6	9	178	233	0	0	14	13	0	0			6		
Falmouth	Lawrence High School	Leland B Lane	1	1	13	19			3	2					1		
Fitchburg	High School	Chas. S. Chapin	4	6	127	203	1	1	12	6	5	4	13	16	6		
Foxboro	do	W. Edgar Horton	1	1	29	29	0	0	0	0	1	1			0	0	0
Framingham	Academy and High School	Chas. A Guild	1	2	60	85	0	0					5	14	3	0	0
Georgetown	High School	Edward S. Fickett	1	1	15	23							3	3		0	0
Gloucester	do	A. W. Bachelor	3	3	132	191	0	0	17	20	4		23	41	11	0	0
Granby	do	Minnie C. Sutphen		2	8	16	0	0	0	1	2	0	0	0	0	11	11
Great Barrington	do	G. F. Partridge	1	1	80	97	0	0	4	7	0	0	8	11	4	0	0

Greenfield	do	W. H. Whiting	1	3	70	82	0	1		13	3		3	13		7	12		3
Groton	do	J. H. Manning	1			18	0	0	2	0	0	0	4	2		0	10		4
Groveland	do	Norris E. Adams	1		22	22	0	0	0	0	0	0	8	5			4		6
Hanover	do	W. G. Park	1	1	8	12	0	0	0	0	0	0	1	1		0	21		25
Harwich Center	do	W. R. Marsh	1	0	8	23	0	0	1	4	0	0	7	7		0	0		0
Haverhill	do*	C. E. Kelley	2		100	132	0	3	18	6	2	0				6			
Hingham Center	do	Jacob O. Sanborn	1		48	68	0	0	0	10	4	0	5	11		1	0		0
Hinsdale	do	Jno. F. Roache	1	0	7	12	0	0	0	0	0	0	0	0		0	7		8
Holbrook	do	H. H. Tucker	2	2	20	33	0	0	2	8	4	6	0	0		0	0		0
Holden	do	A. K. Learned	1		19	23	0	0	0	0	2	0	1	5		0	0		0
Holliston	do	Chas. W. Marshall	1		19	31	0	1	1	1	0	0	4	8		1	0		0
Hopedale	do	L. J. Bancroft	0	4	13	18	0	0	0	1	6	7	4	1		1	0		0
Hopkinton	do	Henry Folsom	1	2	18	50	0	0	6	9	2	3	2	9		3	0		0
Hudson	do	Walter H. Small	1	2	38	48	0	0	2	2	14	7	3	5		1	0		0
Huntington	Grammar High School	Minnie C. Potter			7	6	0	0	0	0	0	0	0	0		0	4		0
Hyde Park	W. Roxbury High School*	Jere M. Hill	3	3	99	133		2	6	6			9	17		8	0		0
Jamaica Plains	High School	G. C. Mann	1	3	30	70	0	0	0	0	0	0	15	15		0			
Kingston	do	C. L. Reed	1		28	26	0	0	0	0	8	1	4	2		0	0		0
Lancaster	do	Walter Movers	1	2	25	34			12	8	4	0	4	7		6			
Lee	Leicester Academy	Jno. D. Seacord	1		24	25	0	0	7	2	3		4	4		2	2		2
Leicester	High School*	C. A. Poge	2	2	38	36			4	3	4		4	3		1			
Lenox	do	J. D. Seacord	1	0	17	33	0	0											
Lincoln	do	C. C. Davis	1	1	16	20	0	0	3	2			0	0		0	27		24
Littleton	do	I. L. Pickard	1	1	24	13	0	0	8	5	3	1	1	1		1	3		13
Lowell	Classical High School	Frank F. Coburn	3	13	226	273	0	0	21	9	12	0	39	51		11			
Lynn	English High School	E. D. Russell	6	9	163	206	1	2	56	39	40	0	29	40		22	0		0
Do	High School*	C. S. Jackson	3	6	19	135	0	0	0	0	7		38	26			0		0
Malden	do	Geo. E. Gay	2	6	93	140	0	0	0	23	10	8	13	39		11	0		0
Manchester	do	Aaron B. Palmer	1		21	24	0	0	0	0	0	0	2	5		0			
Mansfield	do	F. C. Hardon	1	1	16	20	0	0	0	1	1	0	7	4		11	0		0
Marblehead	do*	B. W. Tinker	1	2	24	44	0	0	0	0	1	0				1			
Marshfield Hills	do	H. W. Kirmayer	†	0	10	7							1	5			0		0
Mattapoisett	Bartow High School	Myra L. Chatterton	0		6		0	0	0	0	0	0	0	2		0	0		0
Maynard	High School*	G. H. Galger	1		15		0	0	2	2	3	0							
Medfield	do	E. H. Whitehill	1	0	6	12	0	0	0	0	0	0	0	0		0	9		5
Medway	do	E. D. Daniels	1		18	32	0	0					5	6		11	0		0
Melrose	do	A. G. Whitman	2		85	100	0	0	14	12	10		12	14		5	0		0
Mendon	do	J. F. Allison	1	0	10	9	0		0	0	3	6	2	5		0	2		0
Merrimac	do	L. W. Craig	1	1	18	42	0	0	0	0	0	0	1	5		0	0		0
Methuen	do	Daniel M. Spaulding	1	2	33	47	0	0	1	0	1	0	6	2		0	0		0
Milford	do	W. C. Whiting and G. B. Chandler	1	4	56	74			3	6	7		15	6		3			
Millbury	do	George N. Goddard	1	1	40	30	0	0	4	8	2		2	5		0	0		0
Milton	do	Hiram Tuell	1	2	31	30			3	2			3	4		5	0		0
Montague	do	Mae A. Tripp	0	3	6	17	0	0					0	2			0		0
Nahant	do	H. R. White	1	1	6	10	0	0	1	1			2	1		3	2		5
Nantucket	Academy Hill School	F. P. Batcheider	1	1	18	24			1				2	3		0			
Natick	High School	Ira W. Holt	1	3	48	78										0			
Needham	Kimball High School	C. L. Judkins	1	1	21	30	0	0	3				4	5		4			
New Bedford	High School	R. G. Huling	5	10	150	249	2	13	22	28	4	0	12	36		1	0		0

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal	Number of instructors, secondary		Number of students in secondary grade		Colored secondary students included.		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade.	
			Male	Female	Male.	Female	Male.	Female	Male.	Female.	Male.	Female	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
Newburyport	High School*	E. C. Adams	2	5	98	129			12	11	25	0			5		
Newtonville	Newton High School*	Edward J. Goodwin	6	13	275	328	0	0	134	134	41	2	24	52	39	0	0
North Adams	Drury High School*	J. F. Eaton	3	3	58	68	0	0	17	15					6		
Northampton	Center High School	C. B. Hoote	2	3	25	72	0	0	18	46	12	0	5	11	1	0	0
North Andover	Johnson High School	Boyd Bartlett	1	1	12	14	0	0	0	2			0	1	1	0	0
North Attleboro	High School	H. B. Nevens	1	3	20	49	0	0	0	0	1	2	5	15	2	0	0
Northboro	do	H. E. Woodbury	1	0	12	18	0	0	0	0	0	0	2	3	0	0	0
North Brookfield	do	William A. Hoyt	1	1	13	18		1	4	4			1	3	3	0	0
North Dennis	North High School	D. M. Nickerson	1	0	16	17	0	0								0	0
North Easton	High School	M. C. Lamprey	1	2	31	41	0	0	1	1	1	0	4	1	3	0	0
North Reading	do	George F. Adams	1		0	0	0	0	0	0	0	0	6	4	0	3	3
Norwell	do	A. O. Burke	1	0	8	13	0	0	0	0	1	0	1	0	0	3	0
Norwood	do	William G. Goldsmith	1	1	23	26	0	0	3	0	10	4	2	4	3	0	0
Orange	do	Ira A. Jenkins	1	1	22	42	0	0	1	0		1	2	3	1	0	0
Orleans	do	Louis Record	1	0	9	12	0	0	0	0			2	0	0	7	12
Oxford	do	E. L. Willard, A. B.	1	0	13	21	0	0	1	0	1	0	0	1	0	0	0
Palmer	do*	H. B. Knox	1	2	33	46	0	0	0	13			0	3	11		
Peabody	do*	C. A. Holbrook	1	4	52	66	0	0							3		
Petersham	do*	A. S. Dawes	1	0	21	18											
Pittsfield	do	C. A. Byram	3	3	106	98	0	1	20	15	4	0	7	17	8	0	0
Plainville	do	William A. Woodward	1		15	13	0	0	0	0	7	2	4	6	0	0	0
Plymouth	do*	Carrie E. Small	0	5	68	97	2	0	1	3	11	5			0		
Provincetown	do*	A. H. Baker	1	2	33	30	0	1	0	0	0	0			0		
Quincy	High School (dept.)	F. A. Jupper	4	1	50	100		1									
Reading	High School*	W. H. Butler	1	3	33	45	0	0	1	0	1	0			3		
Rockport	do	William C. Houghton	1	1	20	37	0	0	3	3	0	0	1	1	3	0	0
Roxbury	do	Charles M. Clay	8	12	179	365	0	0	5	3	10	4	23	47	24	0	0
Salem	Classical High School	A. L. Goodrich	4	7	147	168	0	1	51	17	10	0	23	47	0	0	0
Sandwich	High School*	L. M. St. French	1	1	20	24			0	1			1	1	0	0	0
Saugus	do	Wilbur F. Gillette	1	2	16	37	0	0									

Scituate	do.*	H. A. Macgowan	1	1	10	15	0	0			5	2			1		
Sheffield	do.	Henry N. DeNormandie	1	0	15	26	0	0					2	6	3	0	0
Shrewsbury	do.*	W. E. Morse	1	1	15	24	0	0	0	0	1	4			5		
Somerset	do.	Charles R. Tucket	1	0	3	6	0	0	0	0	1	0	2	2	3	0	17
Somerville	do.	George L. Baxter	3	10	88	334	0	0	82	93	15	0	23	68	22		
Southboro	Peters High School	J. N. Mallory	1	1	20	25	0	1	0	0	2	0	4	5	0	0	0
Southbridge	High School	F. E. Corbin	1	2	36	46	0	0	3	2	3	0	2	5	1	0	0
South Dartmouth	do.	Angenette Chase		1	3	4	0	0		0			2	2	0	7	12
South Dennis	do.	B. M. Sheridan, B. A.	1	0	8	17			2								
South Hadley	do.	E. O. Hopkins	1	1	11	10	0	0	1	1	0	0	1	1	0	0	0
South Weymouth	do.*	E. R. Downs	1	2	31	62	0	0	2	6	0	0			2		
Spencer	do.*	E. S. Terrell, jr.	1	2	30	42											
Springfield	do.*	Charles Jacobus	4	0	187	206	2	4	15	14	7	0			11		
Sterling	do.	Charles H. Sibley	1	1	22	18	0	0	0	0	4	2	2	4	2	0	0
Stockbridge	Williams Academy	F. E. Parlin	1	1	22	23	0	0	0	0	3	0	3	4	1		
Stoneham	High School	J. W. McDonald	1	2	33	61		1	0	3	4		7	8	2	6	4
Stoughton	Clapp High School	Benj. M. Hill	1	1	16	39	0	0	2	5			0	5	1	0	0
Stow	Hale High School	Geo. W. Snow	1	0	19	18	0	0	0	3	1	0		6	1	0	0
Sutton	High School*	Leila S. Taylor	0	1		9											
Swampscott	do.	Gardener P. Balch	1	1	15	35				3	1			2	2		
Taunton	do.	John P. Swinerton	3	4	119	161	0	0	20	14	4	0			4	0	0
Templeton	do.	H. F. Lane	1	1	19	16	0	0	0	0	0	0	3	3	0	0	0
Tewksbury	do.	Fred B. Thompson	1	1		24	0	3					0	5	0	0	0
Townsend Center	do.	A. P. Averill	1	0		27	0	0	0	0	0	0	1	4	0	0	0
Upton	do.	May E. Emerson	0	2	17	25	0	0	1	3	0	0	0	0	0	9	9
Uxbridge	do.	Chas. H. Bates	1	1	21	28	0	0	0	0	0	0	4	3	0		
Wakefield	do.*	C. T. C. Whitcomb	1	4	39	68	0	0	0	0	4	0			7		
Walpole	do.	E. H. Brackett	1	1	13	22	0	0	0	0			0	10	0	9	13
Waltham	do.*	E. D. Russell	2	5	82	117	0	0	21	21	25	0			4		
Ware	do.	W. Rushmore	1	2	35	40	0	0	2	2	3	0	3	7	4	0	0
Wareham	do.*	J. O. Palmer	1	1	25	25	0	0	1						2		
Warren	do.	R. F. Colwell	1	2		31	0	0	0	0	0	0	2	10	0	0	0
Watertown	Phillips High School	Geo. R. Dwelley	4	2	59	29	0	0	6	3	13	2	8	9	5	0	0
Wayland	Grammar High School	F. E. Emrica, jr.	1	0		16	0	0	0	0	0	0	0	3	0	9	0
Webster	High School*	C. A. Strout	1	1	24	36	0	0	0	0	5	0			0		
Wellesley Hills	do.	Seldon L. Brown	1	2	31	47			3	5	5	4	6	13	2		
Wellfleet	do.	J. A. Russell	1	1	31	32	0	0	0	0	0	0	3	0			
West Acton	do.	Arthur W. Armstrong	1		21	22	0	0	0	0	0	0	3	5	0	0	0
Westboro	do.	Albert W. Thayer	1	2	42	47	0	0	13	14	10	4	0	2	2	0	0
West Boylston	do.*	*J. C. Worcester	1	1	13	16	0	0	3	4	1	0			5		
Westfield	do.	H. W. Kittredge	3	5	84	80			4	3	0	3	20	8	3	0	0
West Newbury	do.	Myron H. Goodwin	1		13	18			0	0	0	0	2	3	0	0	0
Weston	do.	Justin E. Gale	1	1	13	14	0	0	1	0	1	0		4	0	0	0
West Springfield	do.	John C. Worcester	1	2	42	50	0	0	7	7	5	4	3	12	1		
Weymouth	North High School	L. H. Owen	1	3	40	70	0	0	20	16	5		6	0	0	0	0
Whitinsville	High School	S. A. Melcher	1	1	16	21	0	0	1	6	2	0		0	0	0	0
Whitman	do.	H. E. Henderson	1	4	50	60	0	0	5	5	5	2	5	0	4	0	0
Williamstown	do.	Alfred M. Amadon	1	2	17	26	0	0	7	5	0	0	0	5	1	0	0
Wilmington	do.*	W. I. Meeks	1	0	6	10											
Winchendon	do.	Frank M. Collester	3	2	45	55	0	0	9	3	6	2	8	17	7	23	20

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TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

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			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MASSACHUSETTS—continued.																	
Winchester	High School	Edwin N. Lovering	1	6	77	48			12	12	2		10	7	6		
Winthrop	do	A. P. Wagg, A. B.	1	0	5		0	0			2		2	5	0	0	0
Woburn	do	S. W. Mendum	1	5	53	74			12	14	7	2	8	15	6		
Worcester	do	John C. Wight	11	17	355	448	2	2	18	4	7	3	58	64	26		
Wrentham	do	E. J. Whitaker	1		10	25	0	0	1	1	0	0	2	1	2	0	0
Yarmouthport	do	Edward F. Pierce	1	0	10	21	0	0					0	1	0	0	0
MICHIGAN.																	
Adrian	High School	A. E. Curtis	2	4	75	11	2	2			10	6	12	11	7	0	0
Albion	do	Clara B. Robertson	1	4	60	68	1	0					4	16	20	300	372
Allegan	High School (dept.)*	Josephine Benham	2	2	45	60	0	0	0	0	5	6			7		
Alpena	High School	Geo. A. Hunt	3	2	46	89	0	0					2	13	15	799	840
Ann Arbor	do	Judson G. Pattengill	10	7	357	318	2	2	44	26	85	125	42	49	58	0	0
Au Sable	do	E. M. Hartmann		2	10	26	0	0					8	3	4	294	320
Bad Axe	do	Lyman W. Bacon		0	12	13	0	0			4	5	1		1	0	0
Bancroft	do	G. R. Brandt	2		27	32	0	0	0	0	2	1	3	2	3	62	66
Battle Creek	do	F. B. Spaulding		4	67	114	0	2	4	4			7	16	13		
Bay City	do	Fred D. Sherman		7	85	174	1	2	5	10	30	66	2	18	18	21	58
Belleville	do	Fred Cody		2	70	70			20	16	17	12	28	16	18	20	10
Bellevue	do*	L. W. Lissing			37	17											
Benton Harbor	do	Mrs. A. D. DeWitt		3	37	39	1	2	3	4	7	11	1	7	4	0	0
Berrien Springs	High School (dept.)*	J. D. Carmody			28	28	0	0			3	3					
Big Rapids	do*	Carrie L. Paine	0	3	22	54	0	0	0	0	1	0			0		
Birmingham	High School	L. H. Wood		2	130	170					3	3	3	8	6		
Blissfield	High School (dept.)*	D. F. Wilson			10	21	0	0	0	0	3		0	1	1		
Brighton	High School	Wm. E. Davis		1	28	27	0	0					7	13		88	89
Brooklyn	do	J. B. Stephenson	1	1	14	19							3	4		70	81
Byron	do	F. C. C. Lambin	2	0	40	38										58	69
Cadillac	High School (dept.)*	E. P. Church	1	1	30	25	0	0	0	1	1	0	0	0	0		
Calumet	High School	Hugh A. Graham	2	0	11	40	0	0	0	0	2	0	4	19	2	1,148	1,167

Caro	High School	Emily Fuller	0	3	28	47	0	0	4	0	1	2	3	5	4	249	274
Carson City	do	A L Bemis, supt	1		35	40							6	5			
Caseville	do*	Daniel Dickson	1	1	12	17	0	0	2	3	0	0					
Cassopolis	do	Geo M. Fisk	1	3			13	10			15	15	5	4	5	160	125
Cedar Springs	do	E J Quackenbush	1	1	21	36	0	0		0	0	0	6	3	0	131	106
Champion	High School (dept.) *	C R Fox	3	0	16	14	0	0									
Charlotte	High School	Eugene C. Peirce	1	4	62	76	0	0					1	7	4	409	482
Chelsea	do	A A Hall	1	2	34	44			2	4	2		3	2	1		
Clarkston	do	A L. Craft	1	0	25	23			0	0	0	0	2	2	4	42	53
Clear Spring	do	Jno B Houser			4	15			2	1			1	2	2	46	35
Coldwater	do*	E. P Bradley	1	4	62	94	0	0	0	3	2				6		
Concord	do	F W. Wells	1	1	20	24			2	7	8	4	4	4	5	50	54
Corunna	do	J W. Cuppler	1	8	37	30				4	12	22	2	7	46	184	178
Covert	do	Gail Finch	0	3	32	46	0	2					1	3	0	40	60
Crystal Falls	do	Amelia Blasdell	0	2		17	0	0			1				1	2	7
Dansville	do	Chas. E. Linsbury	0	3	12	14	0	0	0	0	0	3	0	7	3	45	47
Dexter	High School (dept.)*	E. D Walker	1	1	15	40			0	0	5	15	2	5	7		
Douglas	Union High School	H. J. Dann			56	34	0	0					0	0	0	66	44
Dundee	High School (dept.)*	A. C. Roberts	1	1	24	30	0	0									
Durand	High School	Seth B. Terry		8	25	10							0	0	0	70	60
Escanaba	do	O R Hardy	1	1	25	35					2					300	350
East Saginaw	do	E. C Goddard	5	7	121	201	2	0					13	22	10	0	0
East Tawas	High School (dept.)	J. K Osgerby	1	1	15	13	0	0	0	0	5	8	0	3	3		
Eaton Rapids	do*	T. L. Evans	1	3	40	60	3				20	40	1	5	6		
Edmore	High School	A. N Demoray	1	1		28	0	0	0	0	0	0	2	5		68	37
Edwardsburg	High School (dept.)*	Edmond Schoetzon	1	1	14	23							2	0	2		
Elk Rapids	High School	Walter M. Andrus	1	1	17	30	0	0	4	0	0	0	4	3	4	0	0
Escanaba	High School (dept.)*	Kirk Spoor	1	1	28	32	1	3					1	2	3		
Evart	High School*	J H Thompson	1	1	20	40	0	0					3	0	3		
Fenton	do	Low D. Remington	2	1	34	40	0	0	2	1	10	0	4	7	4	0	0
Flat Rock	do	T Dale Cook	1	0	6	6	0	0	0	0	0	0	1	0	0	30	18
Flint	do	W G. Cook	1	7	143	199	0	2	0	2	12	6	10	21	22	1,092	1,133
Fowlerville	do	Chas E Foster	1	2	27	30					4	3	1	4	5	100	95
Fremont	do	Francis Stillson	1	1			0	0			1	3	2	6			
Galesburgh	do	W. E. Conkling	1		32	42							2	7		68	72
Gaylord	High School (dept.)*	G. E. Hancorne	1	2	33	46	1	0							20		
Grand Haven	High School	Lora A. Smith	2	4	38	33					13	4	3		3		
Grand Ledge	do	Glen C Lawrence	1	0	11	29	0	0	0	0	0	0	1	3		120	112
Grass Lake	Union High School	W. H Maybee	1	1	18	17	0	0	3	2			2	2	4	58	53
Hadley	do	R. O. Austin	1		29	30	0	0			6	11			0	16	20
Hancock	High School	Edwin L. Miller	2		29	46	0	0			1		1	7	8	216	242
Hanover	do	John Q Roode			16	16	0	0					4	4	8	63	86
Hart	do	F. E. Young			19	24	0	0			9	18	4	5	7	110	130
Hartford	Union High School	W. V. Sage			6	6	0	0	0	0	0	0	0	2		169	139
Hastings	High School	H. B Andrus	2	2	72	96	0	0	0	0	11	12	11	6	6	234	249
Hersey	do	E. N Pitkin	1	0	14	21	0	0					0	0	0	38	42
Hillsdale	do	S. J Gier	3	2	44	56	0	0	4				6	9	0	347	354
Holland	do	Harry S Myers	2		18	32	0	0			1		2	3	1	3	6
Holly	do	S. O. Wood	1	1	26	33	0	0	0	0	5	4	2	1	1	171	177
Homer	do	Lizzie M. Cook	0	2	22	36							7	7		121	115

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			Male	Female	Male	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MICHIGAN—cont'd.																	
Horton	Graded High School	Frank W. Whenton	1		14	18	0	0	0	0	0	0		3	0	24	28
Houghton	High School	J. E. Bryan	2	1	14	21	0	0	0	0	4	8	2	5	7	206	252
Howard City	do	Eugene Straight	1	1	4	11			1	3				3	5	22	37
Howell	do	W. H. Hawkes	2	3	55	71	1	2	6	12	10	13	7	5	10		
Hudson	do	Tillie Mutschel	3	3	35	40			3	1	2	1	4	3	3	206	200
Imlay City	do	Geo H Broesamle	1	1	11	44	0	0	0	0	0	0	2	0	0	6	8
Ionica	do	J. A Williams	0	4	69	104	1	0	7	2	10	12			4		
Iron Mountain	do	Flora Wilbur	1	2	12	29	0	0	1	0							
Iron River	do	M R. Parmelee	0	3	8	35	0	0	0	0	0	0	3	3		75	131
Jackson	High School, District No. 1	D. C Pierce	2	5	83	165			10	18	27	35	11	25	15	931	918
Do	High School, District No. 17.	Zada Wilson	0	0	1	3	0	0	1	0	5	3	1	0	4	76	27
Jonesville	High School*	J. N Mead	1	2	28	36			4	0	2	0			1		
Kalamazoo	do*	S. C. Hartwell	1	7	61	153	0	1	2	7	5	15			17		
Lake Linden	do	C. G White	1	3	19	50	0	0			17	30	4	12	17	423	391
Lakeview	do	Henry O Severance	1		16	31	0	0	2	1			2	5	3	124	108
L'Anse	do	C. E. Tuck	1	1	11	12	0	0					4	5	2	13	11
Lansing	do	W. M Wheeler	3	5	109	108	0	2					10	10	13		
Lapeer	do	J. W. Cuppler	2	3	39	84			2	1	8	16	9	13	25	340	320
Lawton	do*	W. D. Hill	1	1	20	21					15	10			3		
Leroy	do	J. D. Huston	1		7	26	0	0	0	0	0	0	0	4		75	66
Leslie	High School (dept.)	C. E. Bird	1	1	25	35									3		
Lexington	do	C. H. Naylor	1	1	18	20	0	1	1	0	1						
Litchfield	Union High School	W. H. French	1	1	14	16							3			80	60
Lowell	High School	C. S. Larzelere	1	1	34	58	0	0					3	4	5	240	215
Ludington	High School (dept.)	E. C. Pierce	1	1	27	61					15	15			7		
Manchester	Union High School	Chas. L. Blodgett	1	1	17	18	0	0	1		1		1	1	1	142	131
Manistee	High School	Rufus C. Thayer	3	3	49	68	0	0	5	6	21	50	0	13	13		
Manton	do	L. N. Tupper	1	0	14	25	0	0	0	0	0	0	2	0	0	70	100
Marine City	do	Hettie G Cornell	1	2	17	18	0	0	0	0	4	7	5	3	3	0	0
Marquette	do	M. J. Sherwood	1	4	39	48							5	9	14	8	8

Marshall	do	V. J. Obenauer			2	14	40			1	3		2	1	4	6	2	14	10
Mason	do	Alice Burnhart			3	23	40	0	0	1	0	1	1	3	7	3	200	258
Mayville	do	T J Reany				30	54	0	0					4	5		67	66
Memphis	do	Henry C. Miller				2	9						3		3	3	15	20
Menominee	do	Kate M. Alling				24	40			0	0	1	4	4	8	3	0	0
Midland	do	F E. Stroup				15	36	0	0	0	0	0	0	4	0	2		
Milan	do	G. A. Dennison				37	48	0	0			5	3	3	3	3	75	110
Milford	do	Albert P Cook				34	55	0	0	0	0	0	0	1	15	4	157	128
Montague	do	Wm. R. Moss			7									4	1			
Morrice	do	Fred L. Ingraham	1			24	38	0	0			2	3				54	56
Mount Clemens	do	W. S. White	2	2	2	28	50	1	0	0	0	12	4			3		
Mount Pleasant	do	Mabie I. Bishop			3	28	91	0	0	6	4	3	2		3	7	300	330
Muir	do	A. G. Gates			3	46	74			5	6				5	11	44	40
Muskegon	do	J. H. Sheffield		2	3	74	148	0	0	1	2	4	21	5	23	1	0	0
Nashville	High School (dept.)*	O. M. McLaughlin		0	3	25	45	0	0	4	4	10	12			3		
Negaunee	High School	F D. Davis		12	2	22	54	0	0	1	0	2	0	2	1	2	255	506
Newaygo	do	Jos. Biscomb			2	8	42	1	0	0	0	0	0	1	2	0	122	125
New Haven	do*	R. W. Hitchcock			0	12	25	0	0	0	0	0	0	0	0	0		
Niles	do	L. H. Stewart			2	24	67	0	0			1		5		7	0	0
North Adams	do	Earl D. Reynolds			3	15	45	1	0	20	10	15	10	1	2	2	20	15
North Muskegon	do	H H. Barton				19	14	0	0	0	0	0	0	0	0	0		
Northport	High School (dept.)*	M. A. Makeever, supt.		0		29	40	0	0	3	4	5	3			4		
Northville	High School	J. A Sinclair		0	6	15	135	0	0	0	0	0	0	0	5	0	110	140
Norway	do	Myrtle A. Moon			2	10	20	0	0	0	0	2	2		2	3	230	197
Oscoda	do*	Nina M. Stephens		0		6	11	0	0	0	0	2	5	0	2	2		
Otsego	do	Geo. C. Nevins			2	27	69	0	0	1	5	1		3	9	6	196	205
Ovid	Public High School	Mrs. J M. Dilts				25	51	0	0	0	0	0	0	2	5	2	140	134
Owasso	High School	E. T. Austin			2	100	90	1						3	11	6	600	700
Oxford	do	H. S. Elliott		0	4	25	35	0	0					2	5	7	92	114
Palo	do*	F. W. Braley		1	1	20	30	0	0	0	0	0	0			0		
Parma	do	E. C. Hambleton		0	1	19	10	0	0						7		66	76
Paw Paw	do	Lillie Rosewarne		1	3	40	60	0	2	0	1	5	6	0	5	11	112	99
Pentwater	High School (dept.)*	Ina McBurney		1	1	10	35	1	0	3	0	1	14			4		
Perry	High School	Frank W Wheaton					0							5	3	0	40	55
Petersburg	do	Chas. H. Carrick		1		18		0	0					4	2	0	84	115
Pinckney	High School (dept.)*	W. A. Sprout		1	0	9												
Plainwell	do*	L. E. Irland		1	3	33	59	0	0	0	0	2	0			6		
Pontiac	High School	W. H. Smith		3	5	54	95			6		24	8	6	6	12	0	0
Port Austin	High School (dept.)*	T. D. Brown		1	0	13	9	0	0	0	0	0	1			1		
Port Hope	High School	Christine Winterbottom.		0	1	5	4	0	0					4	0			
Port Huron	Public High School	James H. Beazell			4	45	120	0	1					3	13	2	0	0
Reading	High School	G. A. McGee		0	4	7	8	0	0	0	0	0	0	1	4		85	100
Reed City	do	J H. Kaye, A. B			1	15	35					4	11	2	1	3	210	240
Richmond	do	R. J. Crawford			1	28	30	0	0	8	6	4	1	1	3	4		
Rochester	do	W. W. Gifford			1	20	34	0	0	1	0	0	0	0	6	0	110	116
Saginaw	East Side High School	E. C. Goddard		5	7	120	201	2	0					12	19	11	0	0
Do	West Side High School*	F. L. Sage			5	67	118	0	0	10	14	25	20			15		
St. Clair	City High School	Chas. M. Robbins			3	28	82	0	0	0	0	4	14	3	9	9	300	290
St. Louis	High School	Geo. Hofstetter			1	31	33	0	0	0	0	2	0	4	7	4	313	301

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891–'92*—Continued.

State and post-office	Name of institution.	Name of principal	Number of instructors secondary.		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female	Male	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MICHIGAN—cont'd																	
Saline	High School	Wm. N. Lister	1	1	25	33	1	0	0	0	7	7	4	5	4	126	94
Sand Beach	do	E. E. Ferguson	1	2	16	36	0	0	3	5			1	2	1	80	120
Saugatuck	Union High School	James Warnock		4	30	35	0	0			16	6	5	3	16	85	93
Schoolcraft	High School	E. V. Robinson, A. M	1	1	37	40							1	3	2	95	105
Shelby	do	J. H. Hetley	1	1	10	13	0	0	2	3	3	5			4	14	15
South Haven	do	A. D. Prentice	1	1	28	41	0	0	1	0	0	0	0	3	2	201	216
Sparta	do	H. S. Waterbury	1	3	23	24	0	0	0	0	0	0	0	3	0	89	86
Spring Lake	do	Milton E. Osborne	1	1	14	11										160	158
Springport	do	Fred M. Harlord	1		16	17					1	3	1	4	4		
Staunton	do	Grace Comstock	0	2	11	19	0	0	1	2	1	3	3	3	3	172	177
Sturgis	do*	Eugene Gregory	1	2	21	35	0	0			2	4					
Tawas City	Public High School	J. E. McDonald	1	1	20	25	0	0		3	1	6	0	0	0	94	100
Three Rivers	High School	J. J. Jackson, supt	2	2	50	59	3	2	11	5			7	13	7	0	0
Unionville	do*	R. Ducalon	1	0	19	17	0	0	2	2	0	0	2	0	2		
Vanlalia	do	Chester E. Cone	2	0	14	22	1	3	0	0	0	0	0	3		44	56
Vassar	High School (dept.)*	I. L. Forbes	1	3	25	40	0	0	1	4	5	8			3		
Vermontville	High School	F. D. Smith	1	1	40	40	0	0	0	0	9	13	1	2	3	8	11
Vernon	do*	Eugene Severance	1	0	15	25											
Vicksburg	do*	W. E. Ransom	1	1	27	35	1	0	0	0	0	0	0	0	0		
Wayne	do	E. F. Gee, supt	1	1	25	15	0	0	0	0	0	0	2	2	0	0	9
West Bay City	do	H. H. Frost	3	2	45	120	0	0	1	5	12	22	1	10	11	0	0
Whitehall	do	Laura J. Peabody	1	1	24	44	1	1					4	6		0	0
Williamston	do	Robt. D. Briggs	1	1	24	31	0	0	0	0	3	7	3	4	2	141	168
Wyandotte	do	M. L. Palmer	1	1	22	33	0	0					4	7		158	230
Yale	do	Calvin J. Thorpe	1	0	20	20							0	0	0	120	140
Ypsilanti	do*	J. H. Hopkins	2	2	35	48	0	2	2	2	3	2			1		
Milwaukee	do	John Crawford	1	0	4	7							0	1			
MINNESOTA.																	
Albert Lea	High School	W. J. Schmitz		3	32	40	0	0					5	3	0		

Alexandria	do	J. E. Manchester	1	3	54	58	0	0	1	0	30	35	5	4	6			
Anoka	do	M. A. Stone	1	3	23	65					9	35	3	7	6			
Appleton	do	Prof. Holmes	1		15	40	0	0	1	5	0	0	0	0	0			
Austin	do*	Florence Neel	1	3	49	68	0	0	1	1	26	49			14			
Binson	do	D. W. Hume											4	6	4	16	17	
Blue Earth City	do	F. J. Bomberger		2	30	35	0	0	0	0	4	8	4	3	4	0	0	
Cannon Falls	do	Otis C. Gross				19			1	1	2	6	1	3	3	145	168	
Chatfield	do	E. J. Donaldson			25	41	0	0	0	0	4	6	1	2	1	140	180	
Crookston	do*	C. Chamberlain	2		28	37	0	0					4	9	4			
Detroit	do	B. F. Back				11	0	0	1	0	6	6	2		2	6	19	
Dodge Center	do*	J. C. Marshall			15	20	0	0			4	8	0	6	6			
Duluth	do	E. T. Critchett	3		99	147			2	5	40	80	9	17	13	0	0	
Dundas	do	E. H. Ellsworth		0	9	15			0	0	1	0	1	0	1	91	97	
Elk River	do*	T. F. Moran			9	16	0	0							3			
Fairmont	do	W. P. Milliken			10	25	0	0	0	0	10	25	1	2	3	100	135	
Fairbault	do	G. R. Simpson	2	3	43	61	0	0					6	6	6			
Farmington	do	B. M. Lawrence			26	26	0	0			21		4	3	2	91	66	
Fergus Falls	do*	F. A. Weld	2	2	15	20	0	0	1	0	4	5	1	2	3			
Fulda	do	A. W. Tierney			35	26							0	0	0	29	50	
Glencoe	do	E. E. McIntire	1	1	10	18					9	6	1	2	3	28	30	
Glenwood	High School (dept.)*	J. E. Gelman	1	1	20	19			2	2			1	0	1			
Granite Falls	High School	Patrick P. Kennedy	1	1	17	40	0	0	0	0	2	12	0	4	4	98	157	
Hastings	do	J. H. Lewis	1	5	32	68							6	9	15	0	0	
Henderson	do*	Lafayette Bliss	1	1	30	25	0	0			15	10			6			
Howard Lake	do	T. W. Stout	1	1	8							4		1	1	8	9	
Hutchinson	do*	H. L. Merrill	1	1	7	20					4	16	1	8	9			
Janesville	do	A. C. Tibbette	1	0	15	30	0	0	1	2	0	0	1	3	3	100	150	
Kasson	do	McD. Williams	1	1			0	0	0	0	5	7	0	0	0			
Lake City	do	Milton Rex	2	1	33	56	1		0	0			2	6	1	0	0	
Lake Crystal	do	D. C. Cagwin	1	4		9										9	10	
Lanesboro	do	J. E. Tenney		6	25	50					3	4				120	220	
Le Roy	High School (dept.)*	C. C. Miller		0	15	30	0	0	1	3	2	4			1			
Le Sueur	High School	Edwd. L. Sampson			11	22	0	0		3	10	20	1	6	5	0	4	
Litchfield	do	E. V. W Brokaw		2	16	45			4	2	3	20		2	2	290	219	
Luverne	do	Mrs. C. H. Roberts		2	15	25	0	0	0	0			1	3	4	223	220	
Mankato	do	Alice W. Ayers			45	51	0	0	4	1	10	4	5	7	6			
Mantorville	do	W. W. Nutting	1		6	16	0	0	0	0						3	3	
Mapleton	do	Albert M. Webster		0	3	5	0	0			2	1	0	0	0	11	8	
Minneapolis	Adams High School	C. M. Jordan	3	8	100	175		2	15	16			9	18	27	480	450	
Do	Central High School*	J. S. Crombie	8	25	291	565	0	1					24	26	101			
Do	Holmes High School	Geo. B. Acton			100	150	0	0	3	2	80	90	12	14	22	300	300	
Do	North Side High School	John M. Greer	0	12	94	153	0	0	3	0	65	110	9	25	29	323	351	
Monticello	High School	A. F. Mann	1	1	6	35	0	0	1		4		2	7				
Montevideo	do	E. C. Wilkins		2	11	35	0	0			8	16	1	4	5	12	20	
Moorhead	do	W. F. Webster		1	2	24					2	5	2	5	4			
Morris	do	Joel N. Childs		1	1	12	0	0	0	0	5	2	1	1	1	18	26	
New Richland	do	Chas. W. Wagner	2	3	5	27										70	78	
New Ulm	do	R. Nix, supt. and prin.	2	0	2	16	0	0	0	0	3	2	2	1	2	0	0	
Northfield	do	William J. Pringle		3	40	46			20	12	4	0	1		1	0	0	
Ortonville	do	Geo. A. Smith		1	6	9			2	0	1	2			0	113	104	

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post office.	Name of institution	Name of principal	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MINNESOTA—continued.																	
Onatonia	High School	G. F Kenaston	2	3	65	47	0	0	1	1	30	40	6	4	10		
Plainview	do	J. A. Vandyke	1	1	16	28	0	0					4			107	117
Preston	do	E. E. Lockerby	1	1	19	25	0	0	0	0	19	25	1	4	5	135	146
Red Wing	do*	Z. N. Vaughn	2	2	32	60	0	0	2	2			4		4		
Redwood Falls	do	F. F. Farrar	1	1	9	20	0	0	4	4	1	2	0	2	2	0	0
Rochester	do	Emma Younglove	1	1	35	40							6	5	6		
Rushford	do	Henry Johnson	1	1	15	28	0	0					2	5	7	0	0
St. Charles	do	Geo. A. Stanton	1	1	22	36	0	0			8	15	2	4	6	0	0
St. Cloud	do	Dora Wells	2	2	16	34	0	0	1	1	1	2	1	2	3	0	0
St. Paul	Cleveland High School	S. A Farnsworth	1	1	23	34	0	0	4	10	0	0	0	0	0	350	342
Do	Central High School	G. N. Carman	16	21	362	636		2	65	7	50	50	50	50	50		
Do	Humboldt Branch High School.	Julian C. Bryant	2	2	21	29	0	0					0	0	0	377	343
St. Peter	High School*	Edgar George	1	2	15	31	0	0			15	26	1	3	0		
Sauk Center	do	O. J. Woodly	1	2	25	54	0	0	0	0	10	20	3	3	3	0	0
Slayton	do	S. C. Pew	1	0	7	7	0	0	0	0	5	4	0	0	0	85	100
Sleepy Eye	do	H. C Hess	1	1	40	43	0	0	0	0	3	2	3	3	4	165	176
Spring Valley	do	E. E. Campbell	1	2	18	20	0	0	2	0	2	0	2	2	12	9	10
Stillwater	do	Jas. L. Garland	1	3	50	65	1	1		2	13	11	3	3	15	0	0
Tracy	do	Geo. H. Alden	1	1	17	30	0	0					0	0	0	4	1
Wabasha	do	V. W. Lothrop			14	21											
Wadena	do	J A. Cranston	1	1	20	27					6	9			2	118	136
Waseca	do	F. T Hubbard	1	1	20	23	0	0	0	0	7	10	3	4	7	0	0
Waterville	do	O. F. Morgan	1	1	14	29						5		1	5	123	142
Wells	do	V R. Nasson	1	1	23	34		1			12	14	1	1	2	7	12
Willmar	do	Wm. A. Hadley	1	1	15	25	0	0	3	1	1	2	2	2	4	200	175
Windom	do	P. G. Fulberton	1	1	12	24					0	20		1	1	150	150
Winnebago City	Independent School	J E Gilman	2	1	7	21	0	0	0	0	5	15	0	1	1	1,100	1,275
Winona	High School	Jno. F. Giles	9	6	101	128	0	0									

Worthington	do	W. W. Hobbs			1													0	0
Sumbrota	do	Geo. E. St. John			2	22	26	0	0			5	3	0	3	3	127	96
MISSISSIPPI.																			
Ackerman	High School	F. M. McAlister		2	4	25	60	0	0	10	0	0	0	24	20	36	80	70
Bolton	do	R. E. Ramsey			3	25	35	0	0	11	15							
Brandon	Male High School	J. R. Griffith			0	31	0	0	0	0	0	0	0	0	0	0	70	0
Canton	Graded High School	H. J. Fry		2	0	20	30	0	0	4	6						80	110
Carrollton	Male Academy	R. B. Smith			1	25						8					60	
Charleston	High School	J. D. Choate			1	8	2	0	0					0	0	0	70	50
Clarksdale	Graded High School	J. E. Hopkins, A. M			2	25	5			2		0	0	0	0	0	30	21
Crystal Springs	do	Prof. P. M. Tyler			3	93	63	0	0	45	21	7	2			23	45	58
Ellisville	High School*	R. G. Hicks			1	8	4											
Enterprise	do	Jas. F. Boydston			0	15	17	0	0					0	2		80	43
Gallman	do*	T. H. Anding			0	5	11											
Glenville	Lake View High School	E. T. Kerton			1	0	5	0	0		3		5	0	4		30	22
Harmontown	Free Springs Academy	T. F. Samuels			1	3	4	0	0	0	0	0	0	0	0	0	42	45
Holly Springs	Normal Institute	W. A. Anderson		2	1	60	50			6							60	40
Hattiesburg	High School	S. H. Shannon			2	20	20			6	8						100	75
Jackson	Graded High School	J. C. Hardy			1	8	31	0	0	5	20	0	0	2	3	5	270	270
Macon	High School	A. C. McIntosh			1	20	25	0	0	0	2	3		1	1	2		
Magnolia	Magnolia College	R. P. Moore			1	19	13										86	86
Philadelphia	High School	A. J. Parkes				6	19	0	19	0	0	0	0	0	0	26	19	11
Senatobia	Male School	Alex. Crawford			1	27				10		2				6	60	
Shuqualak	Female College	L. M. Stone			1		58								13			
Vicksburg	City High School	H. F. Simall, jr			1	16	31	0	0	0	0	0	0	2	7	0	0	0
Water Valley	High School	L. J. Corbley			2	20	48	0	0	10	25	0	0	6	9	13	343	421
Wesson	do*	J. H. Beavers			0	4	4			1	1							
Winona	High School (dept.)*	W. J. Taylor			2	73	90	0	0	7	4							
MISSOURI.																			
Adrian	High School*	W. E. Welch		1	1	6	21			2	5	2	0	2	3	5		
Albany	High School (dept.)	S. L. Tipton		1	1	28	32	0	0					1	1	2	26	30
Boonville	High School	F. W. Ploger			1	9	16							3	4	7	221	240
Breckinridge	do	J. T. Kenower		1	0	17	20	0	0					1	1		111	84
Brookfield	do	H. R. McCullough		2	0	6	35										7	19
Buffalo	do	I. W. Wingo		2	0	18	21	0	0	5	6	0	0	2	3	0	150	170
Butler	do	J. F. Starr		1	3	30	37	23	25					6	6	7	412	430
California	Aurora High School	J. U. White		2	4	30	38	0	0					7	8	15	180	188
Cameron	High School	J. D. Wilson, supt.		2	1	29	31	0	0			1		3	0	3	291	300
Canton	do*	A. B. Pierce		1	2	12	24	0	0	3	0							
Carrollton	do*	J. G. McVeigh		1	1	65	80	15	10	12	10	0	0	6	5	11		
Chillicoth	do	W. W. Griffith		3	0	22	53	2	3	0	0	0	0	2	5	0	0	0
Clinton	do*	C. B. Reynolds			3	50	100	0	0									
Craig	High School (dept.)*	F. L. Maxwell			0	15	18	0	0	3	4	1	2	1	0	1		
Cuba	High School	B. W. Tink				16	22	0	0	2	0	0	0	0	0	0	60	102
Curryville	do*	S. E. Stout			1	15	12	0	0									
Golden City	do	A. R. McClelland			2	12	19	0	0	0	0			3		0	0	0
Grant City	do	J. T. Aldridge				15	25							1	4		136	142
Hannibal	Douglass High School*	J. H. Pelham			0	15	90	15	20	3	0					4		

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post office	Name of institution	Name of principal	Number of instructors, secondary		Number of students in secondary grade		Colored secondary students included.		Number preparing for college classical course		Number preparing for college scientific course		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade.	
			Male	Female	Male	Female	Male.	Female.	Male.	Female	Male	Female.	Male.	Female		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MISSOURI—cont'd																	
Hannibal	High School*	F. H. Loomis	3	1	32	81	0	0									
Harrisonville	High School (dept.)	H F. Triplett	1	2	30	33	0	0					7	6	13	200	305
Higginsville	High School	W T. Longshore	2	0	20	30	0	0	0	0	10	20	4	2	6	0	0
Hillsboro	High School (dept.)*	George Steel	1	0	13	12											
Huntsville	High School	A. P Settle	1		18	24							2	7		243	226
Independence	do	W L C Palmer	1	0	11	44							3	19			
Jasper	do*	J W. Spaid	1	1	8	18							0	2	2		
Jefferson City	Lincoln Institute*	E H Koehtitzky	2	1	15	52	0	0	0	0	0	0			0		
Kansas City	Central High School	John T Buchanan	12	10	338	650							23	50	25	0	0
Do	High School (Lincoln)*	G N Gresham	2	1	11	61	11	61	0	0	3	0			1		
Kingston	Public High School	Louis N Gray	1	0	10	27	0	0	0	1	1	0	1	2	3	77	49
La Clede	High School (dept.)*	S B Bow	1	0	20	10											
La Monte	High School*	C J Wheeler	1	0	15	20											
Lancaster	do	J. W Bingham	4	3	37	60			3	3	9	7	3	3	6	138	140
Lathrop	do	A L. McKenzie	2	1	9	17			4	2	5	10	5	2	7		
Lawson	do	W. F Blankenship	0	2	9	12			0	1	13	17	0	0	0	57	52
Lebanon	do	G H. Owen	1	1	15	25	0	0					1	4		227	206
Lexington	do	H D. Demand	1	2	62	70	5	7	0	0	10	13	4	15	5	300	370
Louisiana	J. Sam Brown	R. B. D. Simonson	2	0	30	36	0	0					6	12	18	496	509
Marshall	High School	S M North	1	1	18	66	0	0	2	5		9	3	14	7	24	38
Maryville	High School (dept.)*	E J H Beard	2	2	42	100	0	0	20	48	5	14	4	10	14		
Memphis	High School	A R. Morgan	2	0	20	41	0	0	0	0	7	13	4	11	0	0	0
Mexico	do*	S. A McMillan	2	2	50	70	0	0			20	30	3	7	10		
Miama	do*	E. E. Barnett	2	0	33	34	0	0	6	6	0	0			1		
Moberly	do	F M. Sparrow	1	1	30	60					10	15	3	5	7		
Monett	do	J A. Smith	1	1	0	11	0	0					0	0	0	153	347
Montrose	High School (dept.)*	J. B. Norman	1	0	5	14											
Mound City	High School	W S Dearmont	3	1	31	37	0	0	0	0	0	0	2	4	6	185	194
Neosho	do	Mrs. B. N. Jones	1	2	8	18	0	0	0	0	2	4	1	5	6	240	200
Nevada	do*	W. J Hawkins, supt	2	1	44	70										55	50
Newtonia	do	J. M. Bailey	1	0	15	15											

Odessa	do	James A. Kemper	1	1	26	23	0	0	0	0	11	11	8	7	15	0	0
Oregon	do	U W. Gallaher	1	1	22	44	0	0	0	0	3	6	1	6	7	130	140
Osceola	do*	A. W. Duff	1	1	14	26											
Ozark	do*	W. C. West	1	0	15	8	0	0	0	0	4	0	4	0	4		
Pierce City	do*	John Beam	1	1	32	27	0	0	8	7			8	9	15		
Perryville	do*	Frank Williams	1	0	30	18			3	5			3	5	8		
Pleasant Hill	do*	M. Diminick, B. A.	1	1	17	32											
Purdy	do	G W. Pendergraft		2	40						12	1				40	56
Rich Hill	do	H. H. Holmes	2	0	40	90	0	0	0	0	0	0	6	10	0		
Richmond	do*	B. G Shackelford	1	0	18	23											
St. Charles	do	G. W Jones	2	1	50	40	0	0	10	5	50	40	4	6	10	250	310
St. Joseph	do	Frank Strong	4	5	80	240	0	0	12	15	2	0	32	9	9	0	0
St. Louis	High School (central)*	F. L Soldan	19	32	377	14	0	0	35	15			80	90	11		
Salem	High School	S S. Barnett	1	1	27	25	0	0			15	20	8	10	11	0	0
Salisbury	High School (dept.)*	B A Jones	1	1	28	32											
Sarcoxie	High School	W. C. Sebring	1	1	33	30							4	5		160	200
Savannah	do*	G. W. Newton	1	1	20	30							0	3	3		
Sedalia	do	W. A. Rawles	1	4	64	111	0	0					0	0	0	0	0
Sikeston	High School (dept.)*	C. M. Ledbetter	1	0	25	34											
Slater	High School	J M. Bailey	2	2	42	43	0	0	3	7	3		3	7	10	281	304
Springfield	do*	W. T Carrington	8	8	99	187											
Sweet Springs	do*	G B Cook	1	1	10	23							2	4	6		
Tipton	do*	W A. Clark	2	0	14	17			2	2			2	8	10		
Trenton	do	H. E. DuBois	2	1	37	58				1	4	5	7	8	5		
Troy	do*	E. D. Mauring	1	1	12	24	0	0		3	0	0					
Utica	do	H. U. Stamper			103	100							1	1			
Washburn	do	A. C Farley	1	0	25	40	0	0					0	0	0	60	100
Webb City	do	Bessie DeGraw	1	1	23	45	0	0					0	0	0	0	0
Weston	do	O W. Brown	1	0	29	33			0	0	0	0	0	0	0	0	0
Wheatland	do	Chas. E. Barton	1	1	31	32	0	0	4	7			1	0	1	20	20
Windsor	do	Geo. B. Sturgis	2	0	15	33	0	0					0	3	0	258	254
MONTANA.																	
Anaconda	High School*	Emma J. Ware	1	2	10	25											
Bozeman	High School (dept.)*	W. E. Harman	1	1	10	23											
Butte City	High School	J A Riley	1	4	62	70	0	0	20	30	0	0	5	5	10	1,200	1,600
Dillon	do	E. A Steere	1		23	34					4	3				73	97
Great Falls	do	S D. Largent	1	2		14	0	0	0	0	0	0	0	0	0	1	1
Helena	do*	S A Merritt			20	63											
Lewiston	do	J. M Parrent	0	2	22	20	0	0	8	11	7	9	4	9	8	52	46
Miles City	do	G A Ostlen	1	4	12	13			4	5						116	112
Missoula	do	Bettie Reiley	1		16	17							3	3		315	295
White Sulphur Springs	do	Frank B. Keshing	1		7	9		1								86	89
NEBRASKA.																	
Ainsworth	High School	J O. Berkley	2	3	25	25	0	0					3	3	6	125	150
Albion	do*	F E. Jenkins	1	1	16	17											

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal.	Number of instructors, secondary		Number of students in secondary grade		Colored secondary students included		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male	Female.	Male.	Female.	Male	Female	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEBRASKA—cont'd																	
Alma	High School*	P. P. Bentley	1	1	42	43	0	0	6	1	0	0	6	1	7	.....	.....
Arapahoe	High School (dept.)*	M. M. Munger	0	2	21	18	.....	.....	2	1	.....	.....	1	.....	1	.....	.....
Ashland	High School	J. W. Crabtree	2	2	20	40	0	0	.....	.....	.....	.....	2	2	0	325	350
Atchison	do	Ira Lamb	1	0	5	18	0	0	0	0	0	0	0	5	0	10	16
Aurora	do	J. M. Hussey	2	0	35	60	0	0	35	60	.....	.....	5	5	10	202	304
Beatrice	do	O. H. Brainard	2	2	47	91	0	1	0	0	.....	.....	5	20	0	0	0
Beaver City	do	W. J. Lutton	1	1	20	21	0	0	0	0	3	0	4	1	0	0	0
Bloomington	do	J. H. O'Donoghue	1	1	.....	.....	.....	.....	.....	.....	.....	.....	3	1	4	.....	.....
Blue Hill	do	J. R. Thornton	1	.....	0	9	.....	.....	0	9	.....	.....	5	1	11	90	102
Broken Bow	do	J. D. French	1	2	13	20	0	0	4	5	5	7	1	1	2	167	193
Cambridge	do	A. O. Thomas	1	0	13	18	0	0	.....	.....	4	8	2	1	1	73	84
Cedar Rapids	do*	G. W. Crozier	1	0	8	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbus	do	J. M. Scott	2	1	23	39	2	2	.....	.....	5	13	2	1	0	305	321
Craig	do	Mrs. O. J. Hale	.....	1	20	26	0	0	.....	.....	.....	.....	0	0	0	.....	.....
Creighton	do	R. L. Hoff	1	0	12	10	0	0	.....	.....	.....	.....	1	0	1	27	19
Crete	do*	W. H. Skinner	1	2	55	53	.....	.....	.....	.....	.....	.....	3	13	6	.....	.....
Culbertson	do	W. B. Waite	1	0	2	6	0	0	.....	.....	.....	.....	1	0	1	89	88
Dawson	do*	R. L. Hoff	1	0	10	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decatur	do	W. G. Fowler	1	.....	20	20	0	0	.....	.....	.....	.....	0	0	.....	17	13
Doniphan	do*	Maynard Spink	1	0	9	18	.....	.....	.....	.....	2	0	2	0	2	.....	.....
Edgar	High School (dept.)*	J. F. Curran	1	1	45	54	1	1	22	18	16	17	.....	.....	.....	.....	.....
Ewing	High School	Will R. Jackson	1	0	11	28	0	0	0	0	1	1	1	0	3	84	63
Exeter	do	W. C. Picking	1	0	5	6	0	0	8	5	.....	.....	0	0	0	149	156
Fairbury	do*	C. P. Corey	1	1	30	30	0	0	0	0	2	3	2	3	5	.....	.....
Fairmont	do*	J. S. Van Eaton	1	1	23	24	0	0	9	0	0	1	4	0	3	.....	.....
Franklin	do	J. T. McKinnon	1	0	6	9	.....	.....	.....	.....	.....	.....	1	2	0	74	91
Fremont	do	Chas. W. Jones	2	2	25	63	0	0	6	18	.....	.....	0	8	7	0	0
Friend	do	D. G. Hopkins	0	0	8	14	.....	.....	.....	.....	.....	.....	7	7	14	103	103
Fullerton	do*	Geo. Kellar	1	0	22	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Geneva	do*	H. L. Chaplin	1	1	33	30	.....	.....	.....	.....	4	10	1	0	1	.....	.....
Genoa	do*	W. J. Stewart	1	0	14	14	.....	.....	.....	.....	2	2	.....	.....	.....	.....	.....

Gering	do	C. P. Cramer			0	1	2	0	0			1	2	1	2	3	25	29
Gibbon	do	C. A. Fulmer				21	23	0	0					2	2	4	93	101
Gordon	do	C. F Leetham			2	15	10	0	0	0	0	0	0	0	0	0	70	40
Grafton	do*	W. H. Bartz			1	17	23											
Grand Island	do	E. E Cole			1	64	70	0	0	0	0	11	4	13	7	0	850	876
Greeley Center	do	Joseph Sparks	0		3	9	18	0	0					2	1	3	81	96
Gresham	do	A. T. Waltz			0	2	16	0	0	0	0	1	3	1	3	0	30	42
Hartington	do	A. Harvey Collins				5	12	0	0	0	0	0	0		2	2	119	113
Harvard	do	C. W. Mills			2	5	27			4	3	2	5	2	7	9	13	21
Hastings	do	W. A. Bastian			2	40	58	0	0					3	6			
Hebron	do	W W Brittain			1	16	18	0	0					8	4	12	208	198
Holdrege	do	Hattie L. Harber			2	12	24	0	0			12	24	1	10	11	235	278
Hooper	do	Jas. A. Collins	1			6	8	0	0	6	3	0	0	3	1	4	14	16
Humboldt	do*	D R. Chatburn	1		1	32	46	0	1	0	1	5	2			8		
Indianola	do*	J. A Smith	1		0	4	8					3	9	0	1	1		
Kearney	do	Miss M. I. Stewart	3		1	37	51	0	0					0	10	3	0	0
Lexington	do*	J K. Stableton	2		0	20	28											
Lincoln	do	S. L. H. Austin	4		3	4	7	0	0	4	5	25	100	20	85	27	121	208
Long Pine	do	J. M. Conklin	1		1	5	25	0	0					0	0	0	61	56
Loup City	do*	M. H. Carleton	1		0	17	33	0	0	0	3	0	3	0	3	3		
Lyons	do	D W. Gilliland			3	34	28			3				3	0	3	0	0
Minden	do	W A. Julian	1		1	25	30							4	8		210	215
Nelson	do	D. S. Dusenbery	1		1	16	17	0	0				4		4	4	5	7
Niobrara	do	D. D. Martindale	1		0	10	13										62	60
North Bend	do*	J A Dowden	1		1	15	25	0	0	2	3	1	2	5	5	7		
North Loup	do	H. C. Laughlin	1		0	1	28	0	0	2	3	1		3	4	5	65	32
North Platte	do	Waldo Dennis	2			0	23					6	35		2	2	0	0
Oakland	do	D. E. Reese	1		1			20	24	2	3	2	2	3	5	8	124	108
Ogallala	do	Margaret E. Brown	1		1	8	14							0	1	1	6	10
Omaha	do	Homer P. Lewis	8	17	237		461	3	12	12	10	15	3	11	57	12		
O'Neill	High School (dept.)*	Jno. Bland	1	0	6		12											
Ord	High School*	J K. Campbell	1	1	15		25					3	1	3	1	4		
Orleans	do	G. R. McCrary	1	1	14		17	0	0	0	0	0	1	1	4	3	84	98
Oxford	do	Alice M. Murphy	0	1	10		8	0	0	0	0	0	0	0	0	0	96	95
Palmyra	do	W. M. Griffith	2	0	25		64			1				2	2	4	0	0
Pawnee City	do	W. J. Wise	1	5	100		133	0	0	0	0	2	6	0	0	0	169	171
Pierce	do	F E. Morrow	1			25	10						1		3		85	115
Plattsmouth	High School and Business College.	W. N. Halsey	3	1	28		41		1	0	0	8	12	3	6	7	0	0
Ponca	High School	Bion H. Culver	2	0	10		33	0	0	0	0	10	15	3	4	6	205	169
Ravenna	do	H. E. Funk	1	0	4		16	0	0	0	0	3	8	0	1	1	70	80
Red Cloud	do*	N. F. Daum	1	1	45		52	1	2									
Republican City	do*	Gomer Thomas	1	2	10		30	0	0	2	1	2						
Riverton	do	C B. Pickrell	1	1	7		13	0	0					1	2	0	11	21
Rulo	do*	S. W. Whitman	1	1	11									0	4	1		
Salem	do	S. W. Whitman	1	0	20		7	0	0	1	0			1	3	1	7	5
Schuyler	do	A. B Hughes	2	1	18		41	0	0	0	0	2		2	3	5	0	0
Shelton	High School (dept.)*	H. A. Hull	1	2	17		28	0	0	2	3			2	5	7		
Sidney	High School	Chas. E. Barber	1	0	13		13	0	0	0	0	0	0	2	0	0	0	0
South Omaha	do	Wm. J. Taylor	2	1	4		20	0	0	1	1	1	0	2	6	1	840	818

*Statistics of 1890–1891.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office	Name of institution	Name of principal	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEBRASKA—cont'd																	
South Sioux City	High School	Prof I A Sabine	1	1	18	10	0	0					0	0	0	57	55
Stanton	do*	B F Miller	1	0	20	24			2	4	1	2					
Stella	do	W C Lambert	1	2	30	42							2	1	0	54	47
Stromsburg	do	G W Crozier	1	1	16	28	0	0	0	0	3	2	3	3	5	112	123
Superior	do	Isaac E Wilson	2	1	24	32	0	0	0	0	1	3	2	3	4	240	318
Sutton	do*	Alex Stephens	1	1	11	23			1	7							
Syracuse	do	A L Caviness	1	1	14	24	0	0	5	3	3	3	4	0	4	152	135
Tecumseh	do	M B C True	1	2	21	44	0	0	0	0	6	12	1	5	5	285	282
Tekamah	do	A V Sunderlin	1	1	32	31	0	0	6	4	5	5	2	1		14	16
Trenton	do	J B Morgan		2	20	25	0	0	2	3	2	3	2	3	5	35	40
Ulysses	do	E. D Stewart	1	1	20	35						3	1	4	5	80	120
Valparaiso	High School (dept. *	S E Clark	2	2	26	52							1	4	5		
Verdon	High School	J A Kuhlman		3	25	30			0	0			5	3	2	49	35
Wahoo	do	Miss E A Broom	2	3	40	68			13	21	5	8	5	13	15	10	12
Weeping Water	do	A H Waterhouse	1	1	44	37	0	0	3	1			3	3		191	209
West Point	do*	D S Dusenberry	1	0	9	17											
Wilber	do	W W Bonner	3	0	18	32			24	20			0	3	3	179	171
Wisner	do	C C Matter	1	3	20	23	0	0	4	4						100	130
Wood River	do	W. S. Sprague	0	5	8	14	0	0					2	1	0	105	112
York	do	H. R. Corbett	2	3	10	46	0	0					3	7	6	3	16
NEVADA.																	
Austin	High School	Wm M Greenwell	1	0	20	30	0	0	0	0	0	0	0	0	0	70	90
Battle Mountain	High School (dept.) *	W. C. Hancock	0	1	14	14											
Carson City	do	H H Howe	1	1	30	67	1	0	0	0	1	0	2	13	3	0	0
Dayton	High School	H. F Baker	1	0	12	15	0	0	0	0	3	5	4	0	5	7	14
Eureka	do*	M J Congdon	1	1	7	13									0	0	0
Gold Hill	do	R C. Story, sup't	1	1	23	40							3	6		40	45
Pioche	do	Jno. G Gwartney	1		20	30			1	1			1	1	5		
Reno	do*	J. E. Bray	1	2	25	35	0	0	1	1	4	3	3	4			

Virginia City	do	H. E. Witherspoon	1	1	15	46			0	0	4	1	4	8	5	315	226
Wadsworth	do	Alice L. Cole	0	1	1	1			0	0	0	0	0	1		36	01
Winnemucca	do*	E. E. Winfrey	1	0	16	17											
NEW HAMPSHIRE.																	
Ashland	High School	F. A. Clark	1	0	5	10	0	0	0	0	0	0			0	8	7
Berlin	do*	F. S. Brick	1	1	17	21			7	3					11		
Bethlehem	do	M. D. Barrow	1	1	10	15	0	0	4	0	1	0	0	5	0	35	35
Bristol	do	A. W. Smith	1	0	10	21	0	0	0	0	0	0	0	0	0		
Claremont	do	M. C. Smart	1	4	39	64			5				4	13	2	0	0
Concord	do	Jno. F. Kent	2	4	99	124	0	0	8	7	6	0	14	17	8	0	6
Dover	do	Frank W. Whitney	2	3	49	80	0	0	7	8	16	24	5	21	12	0	0
Exeter	do	Albion Burbank	1	1	36	0	0	0	6		3		10	0	0	0	0
Farmington	do*	F. W. Doring	1	1	27	35			7	2							
Franklin Falls	do*	W. E. Sargent	1	1	20	40	0	0	0	1	0	0					
Goffstown	do	E. R. Pearse	1		6	13									0	32	39
Gorham	do	Chas. S. Paige	1	1	13	25	0	0	0	0	1	0	3	5	1	0	0
Great Falls	do	Henry S. Roberts	1	2	33	40	0	0					2	5	1		
Greenland	do	Annie M. Howe		1	5	10			3		2					6	14
Hampstead	do	Wm. D. Rich	1	0	5	6	0	0	0	0	0	0	1	0	0	8	8
Hanover	do	J. Irving Buck	1	0	14	20	0	0	5	3	3	1	5	4	5	0	0
Henniker	do	Fremont L. Pugsley	1	1	19	22	0	0	0	0	1	0				0	0
Hinsdale	do	Robert A. Ray	1	2	13	20			5	5	6	7	1	4	3	7	7
Hollis	do	Fred S. Grow	1	1	25	27	0	0								0	0
Keene	do	Chas. H. Douglas	2	4	63	72	0	0	8	6	11		6	13	3	0	0
Laconia	do	Wm. N. Cragin	1	2	10	34	0	0	3	5	3	4	0	4	0	0	0
Lancaster	do	D. T. Timberlake	1	1	11	31							2	2	1	21	31
Lebanon	High School (dept.)*	Robt. Forsyth	1	2	20	30					3	4	3	0	1		
Lisbon	High School	C. L. Wallace	1	1	16	17	0	0	5	9	0	0	1	1	2	0	0
Littleton	do	D. P. Daine	1	1	8	30	0	0	1	2	1	0	2	0	2	8	10
Manchester	do	Albert Somes	4	4	105	132	0	0	20	22	5	3	24	19	14	0	0
Milford	do	Geo. W. Woodward	1	2	30	45	0	0	3	3	1	4	2	9	5	0	0
Nashua	do	L. S. Hastings	2	4	71	79	0	0	11	4	6	0	9	10	5	0	0
New Market	do*	E. W. Newton	1	0	9	16											
Newport	do	F. O. Chellis	1	1	28	24	0	0	4	0	1	1	4	1	0	0	0
Peterboro	do	Ella C. Abbott	0	2	14	28	0	0	0	0	0	0	9	14	0	2	8
Pittsfield	do	A. L. Safford	1	1	15	29			3	5			1		0		
Portsmouth	do	Irving H. Upton	1	4	72	97	0	1	7	9	6	0	13	17	11	0	0
Walpole	do	Miss A. E. Wiggin	0	1	4	5	0	0	0	0	0	0				16	15
Warner	do	Chas. J. Emerson, A. B.	1	1	33	47	0	0	3	0	3	2	7	7	3	0	0
Whitefield	do	H. W. Hurd	1	0	11	21	0	0	0	0	3	1	3	5	4	151	187
Wilton	do	Jas. S. Brown	1	1	16	39	0	0	0	0	4	10	4	10	6	70	90
Winchester	do	W. O. Smith	1	1	16	24	0	0	6	8	5	7	2	6	4	64	112
Woodsville	do	Mr. Johnson		1	7	13			0	0						7	3
NEW JERSEY.																	
Asbury Park	High School*	J. M. Rulston	1	3	26	56	1	0									

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male	Female.	Male.	Female.	Male	Female.	Male	Female.	Male.	Female		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW JERSEY—continued.																	
Atlantic City	High School	Chas. B. Boyer	1	3	20	70	1	1					6	10			
Barnegat	do*	Emma B. Collins	0	2	33	23	0	0			3	4			1		
Boonton	do	L. J. Whitney	1	2	16	55	0	0					3	1	0	200	250
Bordentown	do*	Wm. McFarland	1	3	23	56	0	0			1	0			1		
Caldwell	do	C. E. Hedden	1	1	18	25	0	0	0	0	4	0	4	4	0	95	110
Cranford	do	Richard E. Clement	1	1	15	32	0	0	0	0	3		0	0	0	135	109
East Orange	do	Vernon L. Davey	2	6	63	52	1	0	7	6	15	2	1	7	1	20	54
Elizabeth	do	Miss L. H. Layn		5	24	68	1	1			2		3	18		9	17
Freehold	do	John Enright	2	1	42	48	0	0	0	0	4	0	12	6	3	150	190
Gloucester	do*	Wm. Dougherty	0	7	30	45	0	0									
Hackensack	do	Nelson Haas	2	1	34	37	0	0	0	0	4	0	2	11	2	224	178
Hackettstown	High School (dept.)*	A. H. Skinner	2	1	27	44	0	0									
Hammonton	High School*	W. B. Mathewt	0	3	8	15	2	4									
Hightstown	do	Theo. Greene	1		8	23							1	7		125	148
Hoboken	do	Wm. H. Elston	3	3	41	120			6	6			7	25	10		
Jersey City	do	W. S. Sweeny	4	0	282	439	3	2		1	4	2	23	42	5		
Keyport	do	S. V. Arrowsmith	1	1	35	50	0	3	0	0	4	2	5	2	2	301	307
Millville	do	T. D. Senson	1	1	18	47	1	1			2	5	3	10	5	18	18
Montclair	do	Ransdall Spaulding	1	4	71	91	0	2	0	3	2	10	4	8	6	0	0
Mount Holly	do	Chas. D. Raine	1	1			0	0					1	7			
Newark	do	E. O. Hovey	8	15	376	604			37	34			20	60	8	0	0
New Brunswick	do	W. C. Armstrong	1	7	90	140			18	10	10	1	13	14	6		
New Egypt	do*	Geo. O. Nelson	1	3	65	80	0	0			21	53			56		
Orange	do	U. W. Cutts	1	2	38	63			7	4	2		2	8	2	213	220
Oxford	Furnace High School (dept.)*	Chas. S. Aitkins	1	0	10	14	0	0							4		
Passaic	High School	R. B. Jewett	1	2	34	63	0	0	3	1			1	9	0	0	0
Paterson	do	L. H. White	1	8	103	232	1	0	0	0	3	0	13	40	6		
Plainfield	do	Julia E. Bulkley	3	4	59	86		1	13	8	46	80	8	11	12		
Rahway	do	Edward B. Shallow	2	2	6	11			3	4			2	4	5	0	0

Raritan	do	Geo. A. West																	
Red Bank	do	Richard Case			2	35	40	0	2				2		2	4	1		
Roselle	North High School (dept. No. 23).	Chas. W. P. Banks			0	8	12	0	0						0	0	0	72	95
Do	District No. 4 High School.	Rachel Van Syckle			3	10	12	0	0	0	0	0	0	0	0			82	74
Salem	High School*	E. S. Richards		2	2	12	35		0										
Somerville	High School (dept.)*	J. S. Haynes			2	15	32	0	0										
South Amboy	High School	W. L. Heineken, A. M			0	14	21	0	0	1	0	0	0	1	3	1	0	0	0
South Orange	do	E. C. Sherman, A. M			1	10	23	0	0			3	5		1	0	145	138	
Summit	do	Thos. J. Bissell			2	7	31	0	0					2	5	2	70	80	
Toms River	do	J. D. Dillingham				21		0		0	2	0	0	0	4	0	180	150	
Trenton	do	Wm. H. Brace			10	70	18		4	0	0	0	0	14	19		7	5	
Vineland	do	Jno. P. Burnett, M. D			1	10	43	0	0					3	17	0			
Washington	do	J. Calvin Rush		2		21	35	0	0								286	315	
Westfield	do	E. Francis			1	16	24			0	2	3	4	2	0	2			
West Hoboken	do	Robert Waters			1	10	22	0	0	0	0	0	0	6	4	0	3	4	
Woodbridge	do	Albert H. Wilson			4	4	5							2	1	0	178	173	
NEW MEXICO.																			
Albuquerque	High School	Mattie M. Winslow					8				1			3			14	16	
NEW YORK.																			
Addison	Union School	Jno. S. Lincoln			2	30	35	0	0	5	3	3	5	6	4	4			
Afton	Academy and Union School.	Allen H. Knapp			1	32	41	0	0	3	2	5	7	8	2	8	50	91	
Akron	Union School	Orson Warren	1	1	27	45	81	41	0	0	1	0	1	5	1	90	110		
Albany	High School	O. D. Robinson	10	5	362	414	3	2	9	2	40	63	55	47	48	0	0		
Albion	Union School	Chas. A. Hamilton	1	4	51	50	0	0	18	13	3	1	1	8	6	0	0		
Alexander	do	W. A. Andrews	1	2	19	32	0	0						0	0	0			
Amsterdam	do*	J. W. Kimball	0	1	13	13	0	0											
Angola	do	Robt. D. Bussey		2	2	48	38		0	0	0	5	12	0	4	0	65	58	
Arcade	do	Geo. H. Stratton		2	1	20	19	0	0	1	1	0	0	5	3	0	85	70	
Attica	do*	Thos. B. Lovell, A. M			3	47	54	0	0	8	0	0	1			0			
Auburn	Academic High School*	Wm. P. Thompson			7	147	216	0	1	19	8	2	0	15	20	19			
Avon	Union High School*	Reuben J. Wallace			2	40	60	0	0	1	0	0	2	0	0	0			
Bainbridge	do	F. W. Crumb			2	23	29	0	0	6	3	11	7	2	3	3	84	87	
Baldwinsville	Academy*	Isaac N. Tallor			3	45	80	0	0	0	2	10	8	0	7	2			
Batavia	High School*	John Kennedy			5	56	90	0	0	5	5	3	1	7	0	9			
Bath	do*	Geo. H. Quay			2	5	8	0	0										
Belfast	Genesee Valley Seminary and Union School.	Elmer S. Redman	1	1	30	30	0	0	3	1	2	0	4	6	5	70	67		
Binghamton	Central High School	Chas. O. Dewey	3	0	159	231	0	2	15	15	30	35	19	23	7	0	0		
Boonville	Union School and Academy	Jas. D. Rogers	1	3	53	75	0	0	3	0	0	2	4	4	0	125	175		
Brasher Falls	Union School	Millard F. Perry	1		30	30	0	0	3	2	5	4	1	0	1	15	30		
Brewster	Union High School	Henry S. Purdy	1	1	16	24					8	12	4	1	5	170	190		
Brocton	Union School	R. M. Fitch	1		6	12	0	0	0	1	0	2	0	1	1	88	88		

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal.	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male	Female.	Male	Female.	Male	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—cont'd.																	
Brookfield	Academy	L. W. Hoffman	1	2	40	65	0	0	2	2	10	15	2	2	3		
Brooklyn	Boys' High School	A. G. McAllister	22		813		4		204		214		72		11	0	0
Do	Girls' High School	Calvin Patterson	4	48	0	413	0	11					0	200		0	0
Buffalo	High School	Henry P. Emerson	8	25	460	602	0	*	52	8	46	30	45	73	18	0	0
Cambridge	Union High School	James E. Potter	1		20	30	0	0	2	0	8	8	4	4	8	100	150
Camden	Union School*	D. D. Van Allen	1	1	40	80	0	0					7	6	13		
Canandaigua	Union Free School No. 1	H. L. Taylor	2	4	74	100	0	3	2	7	30	30	6	8	*	379	334
Canajoharie	Academic Department Union School.	S. McK. Smith	1	2	17	5	0	0			7	3	1	3	*	26	27
Canaseraga	Union School	E. G. Hughey, A. M.		2	44	48	0	0	5	3	0	0	0	2	0	30	80
Canastota	do	Geo. H. Ottenay		2	12	33	0	0	1	1			3	1	*		
Candor	Free Academy	E. F. McKinley	0	4	10		0	0	0	0	2	0	2	2	0	104	130
Canton	Academy and Union School	Fred C. Foster	0	7	75	48	0	0	3	5	12	12	5		10	150	163
Carthage	Union School	Geo. F. Sawyer		2	3	35	0	0	2	3	2	2					
Castile	do	Francis M. Smith		5	8	20	0	0	1	0	2	1	1	1	0	100	140
Catskill	Free Academy	E. S. Harris		3	40	31	0	0	8	4	2	2	7	3	5		
Cattaraugus	Free School and Academy.	Wm. O. Robinson		3	18	22	0	0	1	5	0	0	7	10	3	11	19
Central Square	Union School (dept.)*	Albert G. Bugbee		1	20	30	45	80	0	1	0	2	7	5			
Chateaugay	Union School and Academy.	Edward L. Stephens	1	5	26	22							1	1	1	120	147
Cherry Valley	Academy*	Arial McMaster	2	0	14	12	0	0	2	2			1	0	1		
Chester	Union School	F. M. Wilson	1	2	21	34	1		1	1	2	3	4		1	120	110
Chittenango	Yates School and Academy.	N. P. Avery			8	10	0	0					0	0	0	120	120
Clarence	Parker Union School	E. A. Parks	1	2	48	50	0	0	2	0	8	10	7	11	1	135	100
Clifton Springs	Public School	Jno. H. Stephens	1	3	40	35	0	0	1	0			1		3	0	0
Clyde	High School	Edward Hayward	1	3	27	53	0	0	6	2	3	4	3			135	120
Cobleskill	do*	W. H. Ryan	1	3	40	35	1	0					2		0	0	0
Cohoes	Egbert's High School	Geo. E. Dixon	1	3	10	45	0	0	0	0	2	1					

Cooperstown	Union School and Academy.	Strong Comstock	1	4	35	43	0	0	3	1				8		175	186
Copenhagen	Union School	F. A. Walker	1		33	49	0	0	1	0	1	2		0	1	35	47
Corning	Free Academy	A. G. Slocum	1	3	66	92	0	0	3	3	1	0	8	7	7	0	0
Coxsackie	Academic Department Union School.	Geo. W Fairgrieve	1			18	0	0	2	0	2	4		7	4	6	10
Crown Point	High School (dept.)	F. Yale Adams	1	0	24	27	0	0	2	1	2	3			1	40	46
Cuba	Union School and Academy	J. E. Dewey	1		40	55	0	0	5	5	5	5		6	7	120	160
Dansville	Union School	F J. Dramond	1	8	42	62	0	0					2	9	2	197	242
Deposit	Academy	S. D. Arms	1		20	33	0	0	2	4		1	0		6	1	6
De Ruyter	Union School and Academy	E. A. Winchell	1		35	45	0	0	0	1	2			2	1	85	85
Dryden	Academy	M. J. Fletcher	1			27		0	4	1	8	6		0	1	70	53
Dunkirk	High School*	Albert Leonard, A. M	1	3	27	46	0	0			10	20	3	6	3		
East Bloomfield	Union School and Academy.	A E. Neeley	2	0	6	14		2	2	2	1	0		3	1	99	87
East Syracuse	do	A D. Worde	1	3	30	36	0	0					2	2	1	230	270
Elba	High School*	Chas. R. Loomis	1	0		5	0	0									
Elizabethtown	Union High School	H D Hoffnagh			12	20	0	0	1	0	0	0	0	0	0	51	50
Ellenville	Academy	F A Woodward, A M	1	2	22	42	0	0						5	0	26	32
Ellicottsville	Union School and Academy.	J. W. Fowler	1	0	4	16	0	0		2	0	0			1	97	133
Elmira	Free Academy	H. M. Lovell, A. B	1	6	161	135	3	2	7	1	48	27	17	19	11	0	0
Essex	Union Free School	Gideon B. Travis	1	0			0	0	0	0	0	0	0	2	0	40	50
Fairport	Classical Union School*.	Floyd J. Bartlett	1		63	104		1	10	15	15	20	5	6	4		
Fayetteville	Union High School*	Frank S Tisdale	1	3	31	54	0	1			2	3	4	3	3		
Flushing	High School*	Jno. Holly Clark	1	5	70	84	2	14	9	6	7	2	7	8	3		
Fonda	Union School	Chas. A Coons	1		9	23	0	0		0	0	0		3	1	82	97
Forestville	Free Academy	A. C. Anderson	1		37	42	0	0	2	0	5	4		1	1	72	72
Fort Covington	do	Walter S. Flint	1	2	20	35	0	0	0	2		1	0	0	0	130	90
Fort Edward	Union School	Thos. S Vickerman	1	2	11	24	0	0	0	0	0	0	0	5		237	308
Frankfort	Union School and Academy.	W. F. Mosher	1	2	40	64	0	0	0	0	10	20		5	3	133	186
Frewsburg	Union School	P. E Marshall	1		28	31	0	0	0	0	0	0	0	6	0	70	70
Friendship	Union School and Academy.*	A. H. Lewis	1	3	22	38	0	0	4	15			0	4	4		
Fulton	do*	B G. Clapp	1	5	104	117	0		5	6	3	2	0	6	7		
Geneva	Classical Union School	W. H. Truesdale	1	5	32	57	0	0	14	11	14	19	3	2	3	300	503
Glen Cove	High School (dept.)*	C. W. Gould	1		15	30	0	0					7	6			
Glens Falls	Union School	Sherman Williams	0	7	14	34	0	0	0	0	4	3	5	7	4	32	44
Gouverneur	Gouverneur Seminary	Donaldson Bodine	2	2	29	61	0	0	1	7			6	15	7	6	37
Granville	Union School	D A. Lockwood	1		6	24	0	0	6	0	4	0	4	3	4	0	0
Greene	Union School and Academy.	Maurice E. Page	1		22	30	0	0	1	0	0	0	5	0	0	111	89
Greenport	do	Alfred W. Rogers	1	2	23	26	0	0	0	0	0	0	3	3	0	218	224
Greenwich	Union School	C. L. Morey	1	2	40	38	0	0	12	2	6	6	4	9	2	250	280
Groton	Union School and Academy	Wm. E Leckner, A. M	1	5	40	43	0	0	4	6	8	6	8	6	6	102	108
Hamburg	Union School*	Andrew Spencer	1	2	20	30	0	0	1	0	10	7	3		1		

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

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			Male	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male	Female	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—cont'd																	
Hamilton	Union School*	H. C. Van Guyl	1	2	50	100	0	3					7	8			
Hancock	Union School and Academy.	Lincoln R. Long	1	2	17	27	0	0	2	1	1		2	3	0	87	115
Havana	Union Free School	H. C Jeffers												1		75	90
Hempstead	High School	A C Almy	1	1	14	23	0	0	0	0	2	3	2	3	5		
Herkimer	Union School and Academy.	A G. Miller	1	2	21	39	0	0		2	1		2	4	3	6	3
Holland Patent	Union School	W. S Knowlson	1	1	22	23	0	0	5	9	9	10	3	6	3	62	83
Holley	Union School and Academy	Herbert G. Reed	1	2	15	25	0	0	0	4	0	0				175	200
Homer	Homer Academy	L. H Tuthill	2	2	20	30	0	0	4	2	0	0	6	1	3	250	250
Hoosick Falls	High School	Jno. E. Shull	2	1	29	61	0	0	2	2			9	10	0	0	0
Hornellsville	Free Academy	W. R. Prentice	0	7	83	175	0	0	3	5	2		5	20	6		
Horse Head	Union High School*	P T. Marshall	1	2	15	30	0	0	0	10	2	4	3	3	1		
Hudson	High School	F. J. Sagendorf	1	2	20	26	0	0	1	1			3	2	0	0	0
Huntington	Union School	Chas. J. Jennings	2	3	30	62	0	0	6	5	0	0	9	11	3	200	305
Ilion	do	Judson I Wood	1	5	64	103	0	0	0	0	0	0	1	12			
Ithaca	High School	D. O. Barts	3	6	175	245	0	3	10	7			12	21	18	0	0
Jamestown	do	Prof. R R. Rogers	2	9	91	133	1	0	12	11	3	3	1	12	2	61	101
Johnstown	do	Wm G Snyder	1	3	51	84	0	0	3	2	8	7	1	4	3	0	0
Jordan	Free School	Jno W Chandler	1	1	16	29	0	0	0	0	0	1	0	0	0		
Keeseville	Union School	A. W. Dyke	1	1	7	18	0	0	0	0	2	2	0	1	1	109	89
Kingston	Free Academy	Henry W. Callahan	2	5	117	156	1	1	10	3	2	0	13	13	4	0	0
Leonardsville	Union School and Academy*	Chas. H. Weller	1	1	20	38	0	0	1	1			2	2	3		
Limestone	do	James M. Grimes	1	1	12	35	0	0	0	0	0	0	1	1	2	78	87
Lisle	Lisle Academy	D. S Zimmer	1	1	16	20	0	0	3	3	4	4	3	0		36	48
Little Falls	Union School	Marcellus Oaky	1	2	48	60	0	0	0	3	4	2	7	13	3	0	0
Little Valley	Union Free School	N. A. Dashing	1	3	11	21	1	1								100	98
Liverpool	Union School and Academy.	William S. Murray, M. S.	1	1	6	8	0	0	1		0	0	1	0	1	141	149

Lockport	Union School	Edward Hayward	4	4	187	199			6	8	12	6	8	11	8	80	87
Long Island City	High School	E. F. Fargan, A. M., PH.D.	1	2	14	28	0	0						23		60	63
Lowville	Academy	A. M. Johnson	0	5	25	35	1	0	0	0	0	0	7	10	0	125	140
Lyons	Union School	W. H. Kinney	4	1	58	72	1	1	9	4	5	3	7	7	5	397	436
Madison	..... do	Jas. H. Bowen	1	1	23	35						2	1	2		25	23
Malone	Franklin Academy	E. D. Mermian	2	3	43	58	0	0	4	3	1	0	7	8	5	63	68
Manlius	Union School *	G. E. Bullis	0	5	24	27	0	0	4	2			1	2			
Massena	.....do.....	M. H. Kinsley, B. S.	1	2	32	39	0	0	0	0	10	10	6	2	1	147	166
Mayville	.....do*.....	W. M. Pierce	1	2	22	31	0	0	2	1	10	3	0	4	4		
Medina	Free Academy	Henry Pease	1	3	35	71	0	0	3	2	6	0	4	4	3	4	19
Middletown	.....do*	Henry H. Roberts	2	2	50	70	0	0	8	2	10	5	5	5	3		
Mohawk	Union School	W. E. Stearns	1	1	6	10	0	0	2	0	1	3	0	3	1	134	150
Montgomery	.....do.....	Reuben Frazer	1	2	57	80	0	0	6	4	2		6	12	8	100	120
Moravia	..... do	John D. Brigelow	1	3	51	60	0	0	6	6	0	0	4	4	6	130	156
Morris	Union School and Academy.	W. D. Johnson	0	3	63	67	0	0	1	0			6	7	0	82	48
Mt. Morris	Union Free School and Academy	A. C. Mitchell	1	2	28	50			2	1			2	3	4	190	213
Naples	Union School and Academy.	B. W. Mosher	1	2	25	25			1	0	0	0	2	0	1	100	100
Newark	.....do.....	J. W. Robinson	1	2	30	60	0	0	1	1	4	4	2	12	3	180	230
Newark Valley	.....do.....	J. S. Kingsley	0	2			0	0	1	2						66	96
New Berlin	..... do*	S. J. Gibson	1	5	25	28	0	0	1	0			2	2			
Newburg	Free Academy *	Jas. W. Crane	5	5	100	125	2	0	15	5	8	12	20	25	15		
New York	Central Evening High School.	George White	25		530	2	2						267				
New York	East Side Evening High School.	Wilbur F. Hudson			1,636								43				
New York	Long Island City High School.*	Mrs. M. E. Gulrey	0	2	14	73	0	0									
Niagara Falls	Union School *	N. L. Benham	0	4	51	96	1	3	0	0	3	3	6	6	6		
Nichols	..... do	Irving F. Stetler	1	1	6	14	0	0	1	0	0	0	3	1	0	44	36
North Brookfield	Union School and Academy	C. E. Willard	1	0	17	21	0	0					0	4		34	19
North Tarrytown	Union School *	Nathan H. Dumond	1	1	37	16	0	0					1	1	1		
Norwood	Union School and Academy	Edwin F. McDonald	1	1	38	30	0	0	2	4	20	25	3	2	0	160	175
Nunda	Union School *	Wm. A. Stewart	1	1	23	24	0	0					2	2	2		
Nyack	..... do	Ira H. Lawton	1	4	22	46	0	0	0	0	10	15	3	6	7	494	433
Ogdensburg	Free Academy *	W. C. Kruse	2	3	90	113	0	0	8	3			16	18	9		
Olean	High School	Chas. W. Evans			31	39	0	0	1	2	10		4	3	4	55	55
Oneida	.....do.....	Frank W. Jennings	1	3	20	120	0	0	8	16	22	71	1	9	6		
Oneonta	Union School and Academy	Nathan N. Bull	0	3	16	32	0	0	0	0	0	0	0	4	0	464	467
Onondaga Valley	High School and Academy	E. D. Miles	1	2	56	51	0	1	1	0			1	3	2	84	61
Oswego	High School	Chas. W. Richards	1	5	74	129	0	0	3	2	2	0	13	20	3	0	0
Ovid	Union School and Academy	S. G. Harris, M. A.	1	1	13	16	0	0	0	1	6	3	1	5	6	13	14
Owego	Free Academy	E. J. Peck	2	5	68	93	0	1	20	16	5	0	14	8	15	360	360
Oyster Bay	Union School *	Sydney R. Coovey	1	0	2	5	0	0			1	0	1	2			

* Statistics of 1890-'91.

TABLE 4 -*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office	Name of institution	Name of principal.	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—cont'd.																	
Painted Post	Union School and Academy	C. R. Stiles	0	2	.....	.....	1	1	1	2	0	1	0	0	.....	.....	.....
Palatine Bridge	High School	N. G Kingsley	1	1	10	16	0	0	0	0	3	0	2	0	2	50	40
Palmyra	Classical Union School	Geo. W Pye	2	2	36	54	1	0	15	5	10	2	1	6	5	200	222
Parish	Parish Academy	H. L Benton	1	2	25	40	0	0	1	0	2	0	2	0	2	25	45
Patchogue	Union School	W E. Gordon	1	2	51	71	0	0	2	1	.....	.....	7	11	0	300	332
Peekskill	Drum Hill Union Academy	Jno. Millar	1	10	41	42	0	0	0	0	0	0	3	11	0	206	241
Penn Yan	Academy*	F T Shultz	2	2	49	110	0	2	5	8	2	0	5	4	4	.....	.....
Perry	Free Academy	Mary E. Clatton	0	4	30	40	0	0	.....	.....	10	12	5	6	5	130	150
Phelps	Union and Classical School	D. D Edgarton	1	7	50	60	2	1	5	8	4	0	6	7	10	110	110
Phœnix	Union School	De Forest Preston	1	5	75	75	0	0	.....	.....	5	4	5	3	3	200	150
Pittsford	Union Free School	Edwin J Howe	1	1	10	20	0	0	2	1	6	8	.....	1	1	110	116
Plattsburg	High School	H. D Woodward	2	4	121	91	0	0	21	12	24	29	5	4	28	.....	.....
Port Byron	Free School and Academy*	Wm. L. Harris, A. B	1	2	35	50	0	0	0	2	6	6	1	0	1	.....	.....
Port Chester	Union Free School*	John C. Rockwell	1	1	16	20	7	7	3	0	2	4	4	4	2	.....	.....
Port Henry	Union School and Academy*	P. F. Burke	1	2	19	40	0	0	1	1	2	1	2	1	2	.....	.....
Port Jervis	Union School	John M. Dolph	1	4	35	80	1	0	4	1	.....	.....	4	10	3	8	22
Portville	do*	W. H. Smith	1	1	16	17	1	0	2	0	5	2	2	2	2	.....	.....
Poughkeepsie	High School	James Winnie	2	4	40	80	0	4	2	5	5	8	11	21	0	20	60
Prattsburg	Franklin Academy and Union School*	Curtis B. Miller	1	4	25	42	0	0	2	0	1	0	2	2	1	.....	.....
Pulaski	Union School and Academy.	S. R. Shear	1	2	17	24	0	0	4	1	5	3	6	2	2	10	22
Rhinebeck	Union School	Theodore S. Barnes	1	.....	19	20	0	0	.....	.....	.....	.....	.....	.....	.....	60	70
Richfield Springs	Union School and Academy.	J. A. Bassett, A. M	2	2	30	51	0	1	4	0	3	4	0	7	4	120	205
Rochester	Free Academy	Jno. G. Allen	6	17	312	425	0	0	125	80	80	40	21	64	41	0	0
Rondout	Ulster Academy	W. E. Burton	2	5	60	24	0	0	4	2	3	0	2	2	1	300	240

Roxbury	High School*	Jno. Y. Smith	1	1	18	14	0	0										
Rushford	Union School	Edward Maguire		1	20	30	0	0	0	0	1	0	2	0	1	68	87	
Rushville	do	Fred W. Fisher		1	20	25	0	0	4	6	1	2	1	2	3	43	49	
Sag Harbor	Union Free School	John J. Harrison		0	10	21	4	6	0	0	0	1	0	1	1	175	275	
Salamanca	High School	Mrs. S. C. Balcam		3	25	41	0	0	0	0	0	0	5	6	3	18	29	
Sandy Creek	do	W. C. Tifft		2	33	40	0	0	7	2	3	0	4	5	2	0	0	
Sandy Hill	Union School and Academy.	Francis A. Tifft		2	40	60	0	0	1	0	2		3	6	3	275	325	
Saratoga Springs	Union School	Thos. R. Knell	2	3	63	91	0	3	2	0	0	0	7		1			
Savannah	do	Chas. G. Plumb	2		6	13					3	6				96	91	
Schenectady	Union Classical Institute*	Chas. S. Halsey		5	79	101	0	0	32	5	13	6	24	23	18			
Schenevus	Union School*	Floyd S. Lowell		2	9	23	0	0					5	5				
Schoharie	Academy	Solomon Sias, A. M		1	40	32	0	0	8	0	4	0	4	2	4	120	157	
Schuylerville	Union School	W. L. Weeden		3	12		0	0	0	0	0	0	1	3	0	191	174	
Scio	High School*	Jas. M Reed		1	20	40	2	3										
Seneca Falls	Mynderse Academy	A C. McLachlin	0	4	38	67	0	0		1	2	1	8	16	0	400	415	
Sherburne	Union School and Academy.*	W. D. Maurd	0	3	13	41	3	4	3	4			3	2	4			
Sherman	Union School	I. H. Russell		3	50	65	0	0	0	0	5	1	2	5	1	80	50	
Sidney	High School	Frank W Goreth	1	2	9	10	0	0	2	1	2	4	0	0	0	172	160	
Silver Creek	Union School and Academy.*	Arthur M. Preston	2	1	22	37	0	0	6	5	3	0	5	5	4			
Sinclairville	Academy	J. H Selden		2	14	22	0	0	1	2			1	2		50	51	
Sing Sing	High School*	Miss Ida W. Bennett	0	3	20	40	0	0					4	3				
Skaneateles	Union School and Academy.*	H. F. Miner		3	45	58	0	0	2	2			4	5	2			
Smithville Flats	Union School	Jno. H. Murray		2		5										9	14	
Spencer	do	L. K. Marsh		1	25	35			1		6	8	4	3	0	100	140	
Springville	Griffith Institute	Robt. W. Hughes		3	61	89	0	0	3	0	7	3	5	5	1			
Stamford	Seminary and Union School.	O. J. Blakeeley		5	60	55	0	0	10	6	7	3	8	4	0	130	115	
Stillwater	Union School	Alex. Falconer		1	13	25										4	5	
Tonawanda	do	Henry Pease, A. M	2	0	7	14	0	0	3	0	0	0	2	2	1			
Trenton	High School, District No 1.*	Jno. G. Williams		0	14	21	0	0										
Troy	High School*	Leigh R. Hunt		3	94	142	0		16	2	10	4	40	37	10			
Trumansburg	Union School (dept.)*	Henry D. Hopkins		1	15	22	0	0			1	0						
Union Springs	High School*	Arthur M. Seekell		1	26	23	0	0			9	12	2	2	2			
Utica	Academy	G. C. Sawyer		6	122	151	0	0	25	10			12	26	7	0	0	
Valatie	Union Free School	O. B. Sylvester		4	17	17	2	2	2	1	0	0	1	0	0	86	83	
Vernon	Union School*	Elridge R. Adams		1	21	31	0	0										
Walton	High School	J R. Fairgrieve		2	76	108	3	5	22	3		2	10	8	8	184	177	
Warrensburg	Union Free School	Fred. N. Moulton		4	16	25	0	0	2	3	5	3	2	0	1	90	104	
Warsaw	Union School	Irving B. Smith	2	2	79	96	0	0	16	5	3	5	3	0	2	235	230	
Warwick	Warwick Institute	Wm. Day Smith	1		15	20	0	0	3	1	2	0	2	3	0	160	155	
Waterford	Union Free School	Mattie J. Cook	0	3	22	33	0	0	0	0	0	0	4	4	0	339	355	
Waterloo	Union School*	A. R. Snow	2	1	53	79	0	0					2	6	3			
Watertown	High School	Jas. G. Riggs	2	4	31	78	0	0	15	3	10	2	10	9	3	42	56	
Waterville	Union School	A. H. Sage	1	3	30	59	0		3	2	15	12	54	55	2	143	141	

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal.	Number of instructors, secondary.		Number of students in secondary grade		Colored secondary students included.		Number preparing for college classical course		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—cont'd.																	
Watkins	Academy and Union School.	Sam S. Johnson	1	3	40	55	0	1	4	1			0	4	1	192	179
Webster	Union School	F D Boynton	1	2	46	58			3	7						64	73
Wellsville	do	C. M. Harding	2	1	30	44	0	0	2	4			1	1	0	130	260
Westchester	Union Free School (No. 1)	M. E. Devlin	1		12	10	5	4					5	7	0	130	140
Do	Union School (No 3)	Philip O Ryan	1		4	4	0	1					3	3		91	92
Westfield	Academy and Union School *	A N. Taylor	1	2	50	45	0	0									
West Hebron	Union School and Academy *	L. L. Landers	1	1	10	10	0	0	2	0							
Westport	do*	Fred V Lester	1	1	51	60	0	0	6	4	2	0	3	3	6		
West Winfield	do*	Frank J House	1	2	20	30	0	0					3	3	1		
Whitehall	High School	W. H. Howe		2	22	17		1						1		0	0
Whitney's Point	Academy	A R Mason	1	1	20	18	0	0	0	0	10	3	2	2	0	90	84
Wilson	Union School	Thos. E Lockhart		3	30	25	1	0					3	3	4	75	50
Windsor	do	Geo. R. Winslow	1	1	25	50	0	0	0	0	0	0	4	5	0	60	55
Wolcott	Leavenworth Institute *	Jas. E. Potter	1	3	38	59	0	0	8	10	3	0	5	6	10		
Woodhull	Union School and Academy.	Alvin Z. Pierce	1	0	18	22	0	0	0	0	0	0	0	0	0	49	71
Worcester	do*	Rev. F. H. Coffran	1	1	15	35	0	0	3	6							
Wyoming	Middlesburg Academy	A J. Menell	1	1	10	18	0	0	1	1	0	0	0	0	0	12	25
Yonkers	High School	Edward R. Shaw	3	3	69	100	0	0					4	10	6		
NORTH CAROLINA.																	
Asheville	High School (dept.)*	E. P. Mungum	2	4	47	53	0	0					10	10	10		
Banner's Elk	Academy *	J. W Davis	1	0	3	1	0	0									
Durham	High School	E. W. Kennedy	3	0	20	31	0	0					4	5	1	227	248
Glover	Mount Pleasant Academy	J. A. Bridges, B. S.	1	0	40	25			4	0	0	0	0	0	0	55	98
Greensboro	High School	S. C. Smith	2	0	50	65	0	0	0	0	0	0	2	2	4	425	560
Reidsville	do*	Jno. R. Graham	1	1	9	18	5	12									

Do	High School (colored)*	W. S. Roberson	2	0	21	23	21	23					3	3			
Tarborough	High School (dept.)*	Chas. J. Parker	1	1	5	13	0	0									
Washington	High School*	Walter S Dunston	0	2	32	54	0	0	16	22	27	39	23	31	54		
Wilmington	High School (dept.)*	M. C. S. Noble	1	1		25	0	0									
Winston	do*	L. M. Rignolds	2	2	30	57							9	10			
NORTH DAKOTA.																	
Devils Lake	High School	L. B. Fancher		0		4	0	0									
Fargo	do*	Eliza A Kent		2	37	41	0	0	3	1	9	7	3	6	9		
Grand Forks	do	Laura M. Wright		2	17	29	0	0	17	29			4	5	9	532	546
OHIO.																	
Akron	High School	Wilbur V. Rood	4	8	178	376	2	8	9	5			22	52	4	0	0
Alexandria	do	Chas. F. Winn	1	0	22	19	0	0					0	0	0	47	55
Alliance	do	A. F. Coup	2	1	40	80	0	0					19	21		0	0
Alpha	Beaver Creek High School	R. W. Mitchell	1	1		8	0	0	2	2	5	2	5	2	4	7	6
Andover	High School	A. T Ullman	1	1	27	29	0	0					3	4		24	21
Anna	do	S. Wilkins				1							2	2		10	19
Arcanum	do*	S. A. Minich	1	0	4	8	0	0					2	2			
Archbold	do	A. L. Bigelow		4		13					2	4	2	4	6	119	118
Ashland	do	Belle F Osborne	1	4	29	59							2	6		0	9
Ashley	do	Wm. I Crane	1	0	15	18	0	0	0	4	0	0	1	0	1	73	78
Ashtabula	do	Mrs. J S Lowe	1	3	43	67	0	1	1	0	0	0	3	4	1	0	0
Athens	do	Kate Boyd	0	2	22	42	3	3					5	6		0	0
Attica	do	Geo. M. Hoke	2	0	7	26	0	0	4	10			0	4	4		
Bainbridge	Union School	N. J Beverly	1	0	9	10	1						0	0		114	91
Barnesville	High School	W C Bowers	2	0	22	37							10	12	14	378	305
Basil	do	R. B Bennett		0	20		0	0	0	0	1	1	2	2	1	73	35
Batavia	do	J. E Ockerman	0	6	36	4	10	15	2	1	1	1	4	6	4	57	43
Beaver Dam	do	T R Hamilton		3	10	2					5	1	7	1	5	12	6
Bellaire	do	Alice Cunningham		3	40	40	0	2					5	3	0	10	40
Bellbrook	do	W. C. Wilson		0	5	6	0	0	0	0	5	5	5	6	11	39	38
Belle Center	do	J. W. Grabiel		2	10	21	0	0	2	3	3	5	1	8	2	130	100
Bellefontaine	do*	Henry A. Cassidy	2	1	13	39	1	0					7	6			
Bellevue	High School (dept.)	Henry C Bates	2	1	25	39			4	4			3	10	3	3	3
Belleville	High School*	J. J. Houser		2	10		0	0					0	1			
Bentonville	do	J D Darling		0	10	18	0	0					2	2		80	48
Berea	Union School*	E. D. Lyon	3	1	12	22	0	0	0	2			4	*4			
Beverly	Independent School*	J. F. Wagner	0	4	16	21	0	1									
Blanchester	High School	J H. Rowland		5			0	0	3	5	2	5	0	4	4	137	149
Bloomingburg	do	D S. Ferguson			13	17	2						0	0		80	98
Bloomville	do	C. H. Shocks		2	10	11			1	0			2	2	1	106	74
Bluffton	do	B. F. Biery	2		19	16			4	2	6	3	3		1		
Bowling Green	do	Mrs. E. E Barton		2	31	37	0	0					1	5	0		
Brecksville	do*	Chas M. Knight		1	24	41	0	0					7	8			
Bridgeport	do*	Jas. Duncan		2	21	25	0	0					6	6	5		
Bristolville	High School (dept.)*	F F Main, B. S.		2	31	21	0	0					5	5			
Brooklyn	Grammar High School	F. O. Reeve		0	15	13	0	0					0	0	0	17	14
Bucyrus	High School	G. M. Plumb	3	1	23	54	1						9	15	7		

*Statistics of 1890–1891.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal	Number of instructors, secondary.		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OHIO—continued.																	
Butler	High School	A R Stichler	1		16	7			1	0	1	0	6	1	1		
Cadiz	do	Maude Potts	1	1	13	28	2	0	0	0			1	8	0	0	0
Caledonia	do*	W V Smith	1	0	11	14	0	0					2	2			
Cambridge	do	A B Ha	4	0	38	54	1	0					7	12	6	620	556
Camden	do	Frank G Shuey	0	4	9	17	0	0	4	9	0	0	3	0	3	82	70
Canal Fulton	do	M C Lytle	1	0	31	35	0	0	0	0	0	0	3	3	0		
Canal Winchester	do	Thos Fitzgerald	1		8	12							2		2		
Canton	do	Chas A Shaw	3	2	54	122	1	0	4	2	2	0	4	15			
Carey	Union High School	T Athel Bonser	1	1	14	25	0	0					0	3		186	147
Carlisle	High School	J M Lane	1	0	2	3	0	0	0	0	2	0	2	3	0	40	42
Carrollton	do*	W H Ray	2	0	40	23	0	0					2	3			
Cedarville	do	Jno H Sayres	1	0	11	12	3	5					3	6	5		
Celina	Public High School	Geo. S. Harter	1	3	23	30	0	0			3	2	4	5		200	200
Centreburg	High School*	S. H. Maharry	2	2	25	15	0	0	2	0	0	3	2	3	4		
Centreville	Washington High School	Theo S Fox	3	6	24	28	0	0	2	4	2	1	2	1	2		
Chagrin Falls	High School	F P Shumaker	1	1	40	32			4	5	10	8	6	4	7		
Chardon	do*	G H Fuller	1	2	23	30	0	0					11	10			
Chatham Center	do	W R Tanner		1	15	16										26	18
Chicago	Union School	J A Pittsford	1	4	16	20	0	0					4	4			
Chillicothe	High School	Reynold Janney	1	5	63	93	7	10									
Christiansburg	do	W F Gilmore	1	0	13	10	0	0					4	3	0		
Cincinnati	Hughes High School	E W Coy	7	10	264	396	7	9	44	19	18		37	49	15	0	0
Do	Woodward High School	Geo. W Harper	7	13	391	451	11	13	45	7	346	444	30	42	5	0	0
Circleville	High School	Ella C. Drum		3	38	61	2	1		1	2		5	10		0	0
Clarington	Graded High School	C. E. Githuns	2	2	30	20							1	2	1	80	100
Clarksville	High School	W. E Barrett	1	0	0	13	0	0	0	3	6	0	2	1	2	72	60
Cleveland	Central High School*	Edward L Harris	15	21	537	923	0	0					78	78			
Do	West High School	Theo H Johnston	7	8	173	303	0	1	18	6	60	140	16	20	16	0	0
Clifton	Union School*	J. E Collins	1	0	11	11	0	0					4	11			
Clyde	High School	M. A Kline	2	1	30	53							2	6			
Columbiana	do	Linda L. Snyder	1	1	17	17											

Columbus	do*	Abram Brown	11	11	275	582	0	0					40	35					
Columbus Grove	do	A. L. Belch	2	0	14	27							1	9			198	185	
Conneaut	do*	C. E Cary	1	2	20	60	0	0	2	0	10	18	3	3	2				
Conway	do*	W. O Miller	1	0	10	10	0	0											
Coshocton	do*	J M Yarnell	1	1	28	40	1	2											
Covington	do*	R. F. Bennett	2	0	41	40	0	1					10	10	2				
Crawfis College	Blanchard Township High School.	Lewis S. Lafferty	3	1	24	38	0	0	2	0	0	0	0	0			10	12	
Crestline	High school	H S. McClellan	2	0	13	30	0	1	4	5	2	0	2	6	7		0	0	
Creston	do*	Geo W Gorham	1	1	12	14	0	0					2	2					
Cridersville	do	G. E Kelly	1	2	11	18	0	0									69	68	
Cumberland	do	E. E. Smock	0	1	17	16			2	0			1	0	1		4	2	
Cuyahoga Falls	do*	F Schnell	1	2	20	40	0	0	3	0	3	3	5	6					
Danville	Danville and Buckeye City School.	W. B. Maughlman	1		7	8			2	2	1	2					73	62	
Dayton	High School	Chas. B. Stivers	5	7	164	302	3	4	12	18	9	3	10	38	4		0	0	
Defiance	do*	Miss Kate M. Smith	1	2	9	15	0	0		1	1	0	2	7	3				
De Graff	do	Jos. Swisher		6	16	36	1	1		4			1	4	5		109	122	
Delaware	do	Hannah M Pierce	1	5	60	90	1	2	40	50	10	10	11	24					
Delphos	do	W A. Hill	1	1	9	11							1				15	18	
Delta	do	Laura S. Frederick	1	1	20	40	0	0	0	0	1	0	1	4	1		120	120	
Dennison	do	J. C. Conway	1	1	16	22											276	265	
Derby	do	Sam. M Sack			10	15							1	1	1				
Deshler	do	Miss Blackford		4	15	50							3	2			100	110	
Dresden	do*	Nellie Talbot			40	40	0	0					4	3					
East Cleveland	do*	W. S. Hayden			20	27	0	0	2	1	8	3	1	7	8				
Eaton	do*	W. H Wehrly	3	0	25	28	0	1	5	4	5	0	4	4	4				
Elida	do*	Jno. Davison		2	20	27	0	0			15	20							
Elyria	do*	Ida C Allen			62	96	1		5	3	29	20	12	12	3				
Fairfield	do	G. A Hubbell		0	6	13	0	0	0	0							4	4	
Findlay	do	J. F. Smith		3	68	100	1	0	3	2	0	0	7	7	5		0	0	
Forest	Union School*	C F Zimmerman		0	19	26	0	0					2	3					
Fort Recovery	High School	Prof. Gibney			21	21	0	0	0	0			4	6			91	91	
Fostoria	do	Miss C. F. Abbott	0	2	13	39	1	0	2	0			1	5	1		0	0	
Frankfort	do	J. M. Kay		0	17	8	0		0	0	0	0	1	2	0		77	51	
Franklin	do	Hampton Bennett		2	18	25	0	0	0	0	0	0	0	0	0		0	0	
Frazeysburg	do	H. R McVay			28	13	0	0					1				56	72	
Fredericktown	Union School	Frank H. Roberts	2	2	23	37	0	0	2	2	1		6	4	9		110	83	
Freeport	High School	B W Rowland		3			0	0	5	10			1	7	8		10	25	
Fremont	do	M. L. Shackelford	2	3	46	92	0	0					8	5			0	0	
Gahanna	do	J. E Holland		0	17	6	0	0	2	0	2	0	0	0			13	15	
Galena	do	M N. Miller		0		12	0	0	5	7	7	5	2	3	5		6	4	
Gallon	do	Jno. M Talbott				25			2				2	9			0	0	
Gambier	do	M. T. C Wing				8			2	1	1	0	1	1	2		12	14	
Garrettsville	do	C. L. Northrop		0	28	39	0		0	0	10	8	4	5	0		97	115	
Geneva	Normal School	Jas L. Lasley			21	96	0	1	12	8			9	9	10		0	0	
Genoa	High School	W D Pepple		0		10	0	0	0	0	0	0	0	0	0		120	180	
Georgetown	do*	T. J. Currey	2	0	21	23	0	4											
Germantown	do	J. F. Fenton	2	1		38		0	0	0	2	6	1	11	6		5	13	
Girard	do	A. W. Kennedy			20	30	0	0	0	0	2	4	2	4	6				

*Statistics of 1890–1891.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office	Name of institution	Name of principal	Number of instructors, secondary.		Number of students in secondary grade.		Colored secondary students included		Number preparing for college, classical course		Number preparing for college, scientific course.		Total number of graduates in 1892		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male	Female.	Male	Female.	Male	Female.	Male	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ohio—continued																	
Glendale	High School	Chas. F. Dean	1	0	4	9	0	0	4	9	----	----	0	0	0	----	----
Glenville	....do	H L. Cosgrove	1	1	3	6	----	----	1	6	----	----	----	----	----	141	152
Good Hope	....do	A T. Lyle	1	0	13	12	0	0	0	0	0	0	----	----	----	10	10
Grafton	....do	H M Ebert	1	0	7	8	0	0	----	----	----	----	0	0	0	89	113
Granville	....do	Horace Stokes	1	1	18	33	2	4	3	----	----	----	7	6	0	----	----
Greenfield	Union High School	Miss S. C. McGarraugh	1	2	16	45	4	2	----	----	----	----	4	18	1	220	230
Greenville	High School	P. M. White	2	1	20	36	0	0	----	----	----	----	4	4	0	17	9
Greenwich	....do*	G. W. Walker	2	0	23	32	0	0	----	----	----	----	4	4	----	----	----
Groveport	....do	J. A. Wilcox	1	2	22	29	----	----	----	----	----	----	5	7	12	78	75
Hamilton	....do	W. P. Cope	2	3	73	125	1	2	0	0	16	5	8	18	7	0	0
Hanover	....do	T. A. Edwards	1	----	20	12	0	0	----	----	----	----	4	2	0	45	40
Harrisburg	....do	Clinton Alspach	1	----	12	17	----	----	----	----	----	----	----	----	----	42	44
Harrison	....do	Chas. T. Stegmaier	1	1	18	32	0	0	0	0	0	0	1	4	0	150	169
Hartford	....do*	L. S. McCartney	1	0	5	7	0	0	4	0	----	----	----	----	----	----	----
Hartwell	....do	J. L. Trisler	0	7	25	30	0	0	10	11	0	0	3	5	3	170	180
Harveysburg	....do	U. L. Monce	1	0	7	8	0	0	0	0	3	3	0	3	1	10	11
Hayesville	....do	D. K. Andrews	1	----	35	25	----	----	1	1	----	----	2	3	0	----	----
Hebron	....do	F. E. Slabaugh	2	2	29	35	1	0	9	7	12	18	1	5	3	60	65
Hicksville	....do	W. E. Bowman	1	1	27	40	----	----	----	----	----	----	3	5	----	245	240
Highland	New Lexington High School*	R. B. Barrett	1	0	17	18	0	0	----	----	----	----	----	----	----	----	----
Hilliards	High School*	Jas. H. Brown	1	1	16	14	0	0	1	2	0	0	4	3	2	----	----
Hillsborough	....do*	E. G. Smith	2	1	33	35	1	0	3	0	2	3	9	9	1	----	----
Hubbard	....do	L. L. Campbell	1	1	16	19	0	0	----	----	----	----	1	1	1	14	33
Huntsville	....do	Asa Martin	1	0	8	12	0	0	0	0	0	0	1	4	0	64	76
Huron	....do	B. B. Hall	2	0	15	27	0	0	0	0	0	0	1	3	0	148	144
Ironton	....do*	L. W. Sheppard	1	3	43	93	5	4	11	16	3	5	6	6	13	----	----
Jackson	....do	Jno. R. Smith	2	0	18	25	0	2	----	----	3	0	10	4	----	0	0
Jacksontown	....do	Everet Beeks	----	----	6	8	----	----	----	----	----	----	----	----	----	17	10
Jamestown	....do	M. J. Flannery	1	0	15	14	1	2	----	----	----	----	1	0	----	117	124
Jefferson	Jefferson Educational Institute.	J. E. McKeon	2	3	75	55	0	0	0	0	----	----	7	5	3	----	----

Johnstown	High School*	M. C. Smith	1		1	11	15	0	0	0	2	4	2	8	8				
Junction City	do	Chas. W. Cookson	1		0	5	15			1	3				2	2	6	10	
Kalida	do*	H. F. Hooper	1		3	21	21	0	0	3	0								
Kelley's Island	do	Nannie V. Hayes				2	7	0	0	0	0	0	0	1	5			13	6
Kent	High School (dept.)*	A. B. Stutzman					31	74	0	0				8	9				
Kenton	High School*	J. A. Culler	2		0	16	35	0	1	14	23			5	5	6			
Kingston	do	A. L. Ellis			0	20	20		1	1	0	1		2	1	2	70	90	
Kingsville	do	C. A. Corbin			1	30	40			2	3	0	0	5	1	3			
Kinsman	do*	J. J. H. Hamilton			1	9	10	0	0					1	2	2			
La Grange	do	C. M. Carrick				15	14							0	0	0	60	77	
Lakeside	do	Henry D. Grindle			1	17	24	1	0	3	3	1		0	2	1	18	35	
Lancaster	Crawfis Institute*	D. C. Arnold	3		0	35	18	0	0	2	0	1	0	6	3				
Lebanon	High School	Jos. F. Lukens			0	12	14	0	0	0	0	0	0	2	3	0	0	0	
Leetonia	do	Julia E. March			1	14	20							4	3	2	204	208	
Leipsic	do	C. M. Lewis			0		6			4	2			2		2	4	2	
Le Roy	do*	J. R. Jameson			0	15	12	0	0										
Lewisburgh	do*	F. M. De Motte			0	11	10	0	0					1	1				
Lexington	Union School*	J. G. D. Tucker	0		3	20	21	0	0										
Lima	High School*	E. E. Smith	1		1	28	13	0	0										
Lithopolis	do	S. Steffins			4	49	97	1	1	6	14			5	7	7			
Lodi	do	B. F. Hoover				20	26							2	6	4	4	6	
Logan	do	Annie K. Barton			3	25	57	2	7	4	8	0	0	4	13	9	396	371	
Lorain	do	Elizabeth N. McConnell			3	29	54		3					6	9		0	0	
Loudonville	do	G. C. Maurer	2			25	40							3	4	1	179	180	
Louisville	do	Frank Jones	1		0	12	10	0	0	0	0	0	0	0	4	2	88	93	
Loveland	do	D. N. Cross				13	23				2				6	6	70	89	
Lynchburg	do	Henry G. Williams	1		0	9	13	0	0	0	0	1	0	1	0	1	8	7	
McArthur	do*	J. F. Horton	0		5	12	16	0	0	3	0			4	2	1			
McComb	do	C. M. Milroy			0	7	15							2	0		7	5	
McConnelsville	do	W. M. Wikoff	2		2	35	33	0	0	0	0	0					169	179	
Macksburg	do*	Frank P. Wheeler	0		2	12	20	0	0					2	5	7			
Madisonville	do	F. B. Dyer	1		2	21	34		0		1	2				1	0	0	
Malvern	do	J. E. Finefrock	1			25	30	0	0					5	5		85	85	
Manchester	do*	J. W. Jones	2		0	27	27	0	0					7	7				
Mansfield	do*	Miss Emma Paddock	1		5	47	16	12	18					10	11	27			
Marengo	do	E. W. Gran	1		0	14	16	0	0	0	0	4	0	1	0	1	34	41	
Marietta	do	Harvey E. Smith	1		3	8	11	0	0						23		0	0	
Marlboro	do	W. S. Jones	1		0	25	35	0	0	0	0	0	0	0	0	0	50	50	
Martin's Ferry	do*	J. A. Bownocker				20	16	0	3					4	4				
Martinsville	do	R. B. Fairley				0	12			1		1		2		2	60	70	
Marysville	do	L. B. Demarest			1		34	43		1	5	4	1	0	15	15	4		
Mechanicsburg	do*	J. M. Mulford			2		43	34	3	2				5	4	4			
Medina	do	J. R. Kennan			3		44	43	0	0	2		12	10	8	7	3	0	0
Middleport	do	Wm. P. Stewart				15	33			0	0	0	0			7	0	0	0
Middletown	do	B. B. Harlan			2		30	60						3	0		0	0	
Milan	do*	W. G. Scroggie			1		22	0		0	11	3	8	10	3	1			
Milford Centre	Union School*	W. H. Sidebottom			0		16		7	5					4	4	0		
Millersport	High School*	Jesse W. Sneider			0				0	0					1	1	0		
Monroe	do	Wilbur N. Mason			0		12	3	0	0	4	1	0	0	2	1	3	0	0
Moscow	do	O. M. Patton					20	10	0	0					2		0	89	82

* Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post office.	Name of institution	Name of principal	Number of instructors, secondary		Number of students in secondary grade		Colored secondary students included		Number preparing for college, classical course.		Number preparing for college, scientific course		Total number of graduates in 1892		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male	Female.	Male	Female.	Male	Female	Male	Female.	Male.	Female.	Male	Female		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OHIO—continued.																	
Mount Blanchard	High School	C M. Lehr	1	0	19	11	0	0	2	2	3	0	4	1	3	39	56
Mount Gilead	do	M. W. Spear	1	1	35	28	0	0	5	5	2	3	5	5	6	160	150
Mount Pleasant	High School (dept.)	Wm. M. White	1	1	8	12		1					3	5		11	24
Mount Sterling	Union School *	John Miller	1	0	10	26	0	0					1	1			
Mount Vernon	High School	Jno K Baxter	2	3	47	90	0	3	4	20	0	0	6	1	1	0	0
Napoleon	do	F J. Beck	2	1	33	27	0	0					2	5	7	275	266
Nelsonville	do	Miss Ella Moore	1	2	15	34							7	7			
Nevada	do*	Geo Rossiter	1	1	6	7	1	0					2	1			
Newark	do*	S E Swartz	4	4	40	70	2	3									
New Bremen	High School (dept.)	E Ward	1	0	20	5	0	0	2	0			2	0			
New Carlisle	High School	J J Osborn	1		10	17	1							7	7	3	8
New Holland	do	C L. Thomas	1	0	3	20	0	0	0	0	1	2	1	1	0	0	0
New Lexington	do	J C Fowler	1	0	6	7	0	0	1	0			1	3	1	30	26
New Lisbon	do	W H. Van Fossan	1	1	20	35	0	0	0	0							
New Paris	do*	F. S. Alley	1	0	10	15	2	0					5	5			
New Philadelphia	do	Chas Haubert	2	2	37	43	2	0	2	0	4	4	5	10	5	439	442
New Richmond	do*	Mrs. W A Davis	1	1	12	26	0	0	1	1	2	2	3	2	2		
New Straitsville	do	C L. Williams	1	0	4	11							4	10		8	9
New Vienna	do*	Frank H Roberts	1	1	8	9	0	0					0	2	2		
New Washington	do	H H Frazier	2	0	8	13			3	4	5	3	5	3	0	16	17
N'les	do	Lida F Baldwin	1	2	25	37	0	0	1	0	1	0	2	3	1	0	0
North Amherst	do*	M. Lamberton	1	1	18	24	0	0					7	3	0		
North Baltimore	do	W M. Waltermire	2	0	20	43											
North Lewisburg	do	J Jerome	3	2	4	18	0	1	0	0			1	4		104	60
Oak Harbor	do*	Geo H Withey	1	1	20	14	0	0					10	15	2		
Oberlin	do	Letitia Bennett											10			71	103
Orrville	do*	J L. Wright	1	0	12	22	0	0					3	2			
Orwell	do	F. E. Morrison		2	24	25			0	0	0	0	0	0	0	24	33
Osborn	do	S. S. Gabriel	1	2	5	20		1	3				5	6	1	132	100
Ostrander	do	J. W. Cross	1	1	21	25	0	0	13	14			5	6	3	80	80
Oxford	Village High School	W. H. Stewart	1	2	22	32	0	0					5	6	13	0	0

Painesville	High School	Geo. W. Rendey	2	1	48	90	1	0	1	2	3		5	10	3	354	344
Payne	do	John D Brown	1	0	8	11	0	0	1	1	0	0	1	5	2	166	179
Pemberville	do	D. R. Jones	1	3	6	3	0	0	0	0	0	0	2	3	0	150	113
Perrysburg	do*	I. N. Sadler	1	1	17	31	1	0					28	23			
Perrysville	do*	D P. Fulmer	2	1	3	8	0	0					3	3			
Pickerington	do*	E. E. Arnold	0	1	18	16	0	0	5	4	6	7	4	2	6		
Pierpont	do*	D. G. Hurlburt	0	1	19	11	1	0									
Piqua	do	Mary E Hall	1	2	22	75	3	5					4	9	4		
Plain City	do	Geo A. Chambers	2	0	20	32	0	0	0	3	5	6	2	3	0		
Pleasant Hill	do*	C. H Teach	1	0	5	7	0	0					4	3	7		
Pomeroy	do	Prof T C Flanegin	1	2	43	54	1	1					8	8		0	0
Port Clinton	do	Ella Wommelsdorf	1	1	13	27	0	0	0	0	22	27	0	3	3	0	0
Portsmouth	do*	Emily Ball	2	3	42	92	1	2					8	9			
Port Washington	do	C L Crombach	1	0	14	18	0	0									
Put in Bay	do	J C Oldt	1	0	3	8	0	0			1	3	0	0	0	16	23
Quaker City	do*	Alva B Hall	2	0	20	31	0	0					6	5	4		
Ravenna	do*	W C. Vanness	3	2	23	52	1	1					7	7			
Reesville	do	D G Taylor	1	2	4	15	0	0			1	4			5		
Republic	do*	J C Seemann	1	0	17	15											
Reynoldsburg	do	D J Snyder	1	1	19	15	2	1					6	5			
Richwood	do	Lura B Kean	2	1	24	41	0	2					3	6	1	174	166
Ripley	Union School*	Isaac Mitchell	2	0	25	39	4	3					1	9			
Rock Creek	High School	A A. Prentice	1	1	17	19					20	25	4	3	7	48	47
Roseville	do	Jno. A Williams	1	0	13	15			3	3	4	4	4		4	4	
Rushsylvania	do*	Robt. R. Oder	1	0	14	16	0	0					3	3			
Sabina	Special School*	W J Sewell	1	0	12	21	0	0					11	12			
St Clairsville	High School	Geo. Rossiter	0	5	24	53	12	23			5	8	0	8		140	141
St. Marys	do	Harriet E. Day	1	2	13	40	0	0	0	4	1	3	0	3	3	456	459
St. Paris	do	L. I. Morse	1	0	25	56	0	0	4	4	0	0	4	4	8	120	130
Salem	do	Frank R. Dyer	1	2	52	74		2	24	44			8	10	5		
Salineville	Union School*	R. S Baker	1	1	10	8	2	4	3	1	4	0			8		
Sandusky	High School	C. S. Cater				54	96			5	2	2	10	12		0	0
Scio	do	D. F. Grier	1			3							4		4	8	15
Scott	Union School*	Perry Fosteraught	1	0	3	6	0	0			3	5					
Seville	High School	J A Lowrie	1		20	28									0	10	15
Seven Mile	do	W. A Trowbridge	1	0	9	16	0	0								00	49
Shanckstown	do	W. S. Lynch	1	0	14	18	0	0	5	6	0	0	2	0	2	?	?
Shawnee	do	M. W Coultrap	1	1	3	19	0	0						9		407	476
Shelby	do	C. H Hansley	2	5	29	44							3	6		171	177
Shiloh	do*	F B Weaver	2	0	25	35	2	2					2	1			
Sidney	do	Ida Haslup	3	2	48	73	1	0	4	8	2	6	8	19			
Somerset	do	Elijah Burgess	1		17	19								3		87	60
South Charleston	do	E M. Van Cleve	1	2	15	18	0	0					2	4			
Sparta	do*	B. T Junkins	2	1	16	14	0	0					4	3	4		
Spencerville	do*	N. H. Stullis	0	6	23	29	0	0					6	6			
Springfield	do	Wm. H. Weir	4	6	147	322	4	11	35	19			11	24	7	0	0
Spring Valley	do	S. E. Pearson	1	3	8	19	0	0	2	0	0		1	9			
Steubenville	do	E. W. Matthews	3	2	56	104	0	3	6	3	2	0	10	8	11	0	0
Stockport	do	F. M Gill	1		15	20	0	0					4	4	2	80	40
Stryker	do	A. B. Stevens	1	4	14	29					1		3	6	1	117	142

* Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal.	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included		Number preparing for college, classical course		Number preparing for college, scientific course		Total number of graduates in 1892		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade.	
			Male.	Female	Male.	Female.	Male	Female.	Male.	Female.	Male	Female	Male	Female		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OHIO—continued.																	
Summerfield	High School*	Jno. R. Franklin	1	0	14	10	0	0									
Sunbury	do	Walter W. Storms	1	0	10	7	0	0	1	1	3	1	3	1	2	61	42
Tallmadge	do	Anna M Nutting		1	7	16	0	0					2	3		59	58
Tarlton	High School (dept.)	Geo W Toolll	1	0	25	16	0	0	0	0	0	0	0	2	0	42	33
Terre Haute	Madriver High School*	Samuel S. Neff	1	0	10	4	0	0	2	1							
Tiffin	High School	C A. Krout	2	2	51	32							8	7	3		
Tippecanoe City	do	J T Bartmess	1	1	21	21	0	0	1	2	1	0	4	4	4	136	140
Toledo	do	H C Adams	4	7	145	253		1	3	1			28	53			
Troy	do*	Avon Grady	2	2	36	37	1	0	5	5	1	0	7	7	11		
Uhrichsville	do	R B Smith	1	1	17	38		1	0	0			3	9		492	566
Unionville Center	do	F M Cosnor	1	0	13	10	0	2	3	3			3	4			
Upper Sandusky	do	Harriet E McCutchan		1	15	20	0	0					0	0	4	0	0
Urbana	do	Wm McK Vance	1	1	31	41	1	0	2	3	4	7	6	13	5	0	0
Utica	do	C S D Shaman	1	1	15	20	0	0	4	3			2	2		77	68
Van Buren	do*	J. Sherman Beck.	1	0	4	5	0	0									
Vanlue	Special High School	L. E. Huston	1	0	7	4	0	0					1	0		62	57
Vermillion	High School	J O Versoy	0	4	14	16	0	0	0	0	0	0	0	2	0	76	114
Versailles	do	W H Leet	2	0	28	31		1	1		1		4	1			
Wadsworth	do	F M Plank	1	1	31	40	1	1	5	0	0	0	6	13	5	200	230
Warren	do*	C P. Lynch	3	1	50	75	0	0	6	5	10	0	8	5			
Waterville	do	F. B. Pinkerton		2	9	23	0	0	0	0	0	0	0	0	0	63	63
Waverly	do	Jas. A. Douglas	2	0	25	19	0	0	0	0	0	0	2	2	0	0	0
Wellington	do	R. H. Kinnison	1	3	61	67		1	1	0	3	0	10	18		190	198
West Alexandria	do	C. O. Howell	1	0	21	0	0	0	0	0	1	0	0	0	0	0	0
Westerville	do	F. M. Fonts	1	0	15	15	1	0			4	3	4	5		130	135
West Liberty	High School (dept.)	J. M. Reason	2		17	13		1					1	1		122	121
West Milton	High School	W. W. Evans	1	0	9	7	0	0	0	1	3	1	0	0	3	10	8
Weston	do	Geo. E Ryan	1		14	23									0	109	108
West Salem	do	D. F. Mock	1		25	37					2	1	0	0		78	83
West Union	do*	Albert C Hood	1	1	11	29	0	0	1	0							
Westwood	High School (dept.)	S. T Logan	1	1	8	10	0	0					1	4		132	131

Williamsburg	High School	G. W. Felter	1	0	6	20	0	0	0	0	0	2	0	2	2	0	0
Williamsport	do*	E. B. Wilson	1	0	10	0	1	0					3	2			
Willoughby	do*	J. C. Barney	1	3		34	0	0	1	1	0	17	6	5	4		
Willshire	do*	U. G. Denman	1	0		17	0	0									
Wilmington	do	H. E. Chatterton	3	1	28	34	2	3	8	7	5	3	11	11	11	0	0
Winchester	do*	John Rea	1	0	9		0	0									
Winesburg	do*	R. H. Sunkle	1	1	23	24	0	0									
Woodsfield	do*	E. B. Thomas	1	0		7	0	0	2	0	1	0	3	3	3		
Woodstock	do*	Geo. Waite	1	0	2	14	0	0									
Wooster	do	Jane A Boyd	0	6	57	114	0	0	4	8	7	17	12	22	22	0	0
Worthington	do	Dan W Wright	2		23	7							0	4	2	110	100
Wyoming	do*	C. S. Fay	1	2	27	53	20	25					3	2			
Xenia	High School (Central)	G. J Graham	1	2	42	66	1	1			3	3	6	12	6	0	0
Yellow Springs	High School*	A. D Snively	1	0	0	20	0	6									
Youngstown	Ryan High School	Geo. F. Jewett	3	4	63	125			15	6	1	0	5	13	17	0	0
Zaleski	High School	C J Biery	1	0	8	11	0	0	0	4	2	4	0	1	1		
Zanesfield	do	J. T. Haas		1		6	0	0	0	0	1	2		3	3	6	8
Zanesville	do	W. M. Townsend	2	7	113	153	2	3	25	15	15	5	10	24	7		
OREGON.																	
Ashland	High School	P A. Getz					0	0					2	6	8	17	21
Astoria	do	R. N. Wright	1	1	18	14			3	4						203	221
Baker City	do*	Herbert Kittredge	2	0	31	32	0	0					3	1	4		
East Portland	do*	R. F. Robinson	1	2	26	44	0	0					3	2			
Grants Pass	do	W B. Adams	1	1	13	37	0	0	4	16	9	21	4	16	30	170	191
Heppner	do	A. W. Weir	1	0	26	26	0	0	0	0	0	0	0	0	0	104	104
Jacksonville	do	C. S. Price	2	1	20	15			4	6						15	15
Pendleton	do*	W. L. German	1	0	6	6	0	0									
Portland	do	F. G. Young	3	7	160	268	0	0					16	26	6	0	0
Roseburg	Public and High School	R. M Conkling	2	1	20	44			20	44			4	4	8	240	264
Union	High School*	B. H. Moore	1	0		13	0	0									
PENNSYLVANIA.																	
Allegheny	High School	W. H. Dodds	6	5	103	217	3	5					28	45		0	0
Allentown	do*	F. D. Raub	2	3	70	118	0	0					14	20	34		
Altoona	do	J. G. Schucker	1	4	40	102	0	0					1	9	1	0	0
Ambler	do	A. H. Manderback	0	1			6	8	0	0	0	0	0	0	0	92	110
Archbald	do	R. N. Davis	1	0	4	21	0	0	0	0	0	0		4	0	10	30
Ashbourne	Cheltenham High School	Milton C. Cooper	2	0	8	17	0	0	1	0	2	5	3	1	0	67	89
Ashland	High School	S. H. Clair	1	1	6	52	0	0	0	0	0	0	3	0	0	0	0
Bangor	do	Jas. W. Elliott	2	0		13	0	0	2	2	2	2	2	0	4	8	25
Beaver	do*	W. J. Alexander	2	1		17	0	0					5	3	8		
Bedford	do	Jas. J H. Hamilton	2	0	7	29	1	1	0	0			2	2	1	224	234
Bernville	do	G F Bierman			2	30	0	0	3			2			1	28	36
Berwick	do	E. K. Richardson	2	0	24	28	0	0	1		2	2	7	8	5	211	316
Bethlehem	do*	C. T. Bender	1	0	2	5	0	0									
Birdsboro	do	H. G. Hunter				11								0			
Bismarck	Central High School	J. B. Batdorf	1	1		26							4	1			

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal.	Number of instructors, secondary		Number of students in secondary grade		Colored secondary students included		Number preparing for college classical course.		Number preparing for college scientific course.		Total number of graduates in 1892		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male	Female	Male	Female	Male	Female	Male.	Female	Male	Female	Male.	Female		Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA—continued																	
Blairsville	High School	Harry P. Johnson	2	...	22	25			5	2							
Bloomsburg	do*	J. F. Harkins	2	0	23	33	0	0			3	0					
Bradford	do	F. A. Ross	0	3	47	72	1	1							16		
Bridgeport	do*	Anna E. Barret	0	1	5	10	0	0									
Bristol	do*	Mary E. Eagle		2	10	13	0	0								9	13
Brookville	High School (dept.)*	T. B. Galbraith	3	0	10	11	0	0									
Brownsville	do	A. M. Marsh	1		7	14	0	0							0	160	145
Butler	High School	Jno. A. Gibson	1	2	25	46	0	0								0	0
Cambridgeboro	Union School	C. F. Chamberlain	1	3	16	11	0	0	3	1	0	0			5	132	166
Carbondale	High School	Harry J. Holkenbury		5	8	18	0	0	4	10	3				5	70	116
Carlisle	do	Mary Landis	1	1	34	34	0	0								1	1
Do	High School (colored)*	D. M. C. Gring	1	0	9	17	9	7									
Carmichaels	Green Academy*	W. M. Nickeson	1	0	5	5	0	0	2	0	6	4					
Catasauqua	High School	Thos. W. Bevan	2	11	300	350	1	1	1		2						
Catawissa	do	Jno. F. L. Morris			29	26	0	0			1	1				0	0
Centralia	do	W. W. Heffner	1		10	12										20	22
Center Hall	Academy*	H. C. Rothrock	1	1	10	8	0	0	1	1	1	2					
Chambersburg	Girls' High School	Sara A. Reynolds	0	3		78		6				9					
Do	Boys' High School*	Samuel Gelfvex	1	3	36	79	5	5							20		
Chester	High School	Thos. S. Cole	1	3	31	81		1	0	0	1	0	2	15	1	0	0
Cochranton	do	W. A. Patton	1	0	17	23	0	0	0	0	0	0	1	1	2	73	75
Columbia	do	Mary Welsh			20	40		1			3	3	7	12	6		
Conneautville	do	E. M. Mixer			30	22	0	0	1	1			0	0	0	5	3
Connellsville	do*	Jno. S. Christy	2	0	7	9	0	0					5	5			
Conshohocken	do	J. K. Harley	1	1	12	24	0	1	1	3	4	3	1	1	3		
Coopersburg	do	Alvin Rupp	1		9	8	0	0								9	6
Corry	do	Carrie W. Coats	1	2	17	41	0	0	0	0			3	11		477	455
Coudersport	do	W. F. DuBois	0	6	28	76	0	0	2	3	6	0	3	6	5	130	223
Dallas	do	F. E. Bush	1	1	30	28	0	0								25	24
Doylestown	do	John L. Shroy	1	1	17	10							4	2		118	152
Du Bois	do	C. T. Work	1	1	2	11	0	0	0	0	0	0	2	2	5	0	13

Duncannon	do*	S. S. Willards	1	0	18	9	0	0										
Dunmore	do	C. B. Miller	1	1	11	25												
East Mauch Chunk	do	G. W. Hemminger	1	0	4	16	0	0							2		160	190
Easton	do	Benj. F. Sandt	3	3	63	141	0	2	6		9		17	35	9	0	0	
Do	High School, South*	A. J. La Barre	2	0	11	35	0	0	1	0			10	11	3			
East Stroudsburg	High School	J. J. Ungee	1	0	5	5	0	0	0	0			0	0		5	7	
Elizabethville	do	D. H. Ramberger	0	0	0	0	0	0	0	0	0	0	0	0	0	14	18	
Emaus	do	H. L. Reber	1		5	4				1			1	1		18	6	
Emlenton	Public School	S. M. Meals	1	5	8	27							1	10		142	156	
Emporium	High School*	Harry F. Stoupper	1	1	16	33	0	0										
Erie	do	Jno. C. Diehl	6	4	117	237		2	1	2	6		1	2	3			
Everett	do	E. E. McCurdy	1	1	3	13	0	0	0	2	0	2	1	7	2	15	15	
Fleet Wood	do	Cyrus M. Rothermel	1	3	18	15							1	2		0	0	
Franklin	do*	Chas. E. Lord	2	0	37	77	0	0	2	1	2	2	14	5	7			
Gettysburg	do	J. D. Hunter	1		1	2	0	0					1	2		7	11	
Girard	High School (dept.)	Carter W. Trow	1		10	13	0	0	0	0	0	0	3	4	0	0	0	
Great Bend	High School*	E. D. Bovard	0	4	10	20	0	0	4	6			3	2				
Greenville	do	Miss L. W. Mealy	0	2	24	54							2	15		0	0	
Hamburg	do	Eli M. Rapp	1		25	25	0	0			1	0	6	2	1	225	225	
Hanover	do*	Daniel Ruff	2	0	16	27	0	0					1	1				
Harrisburg	Boys' High School	J. Howard Wart	5	2	190	10	7		12		45		10		6			
Do	Girls' High School*	Jennie F. Givler	1	4	0	42	0	0	0	1					28			
Hatboro	High School	Wm. S. Delp	1	0	16		0	0	0	0	0	1		3	0	72	83	
Hawley	do	Kimber Cleaner		4	10	30	0	0						3		120	175	
Hazleton	do*	P. J. Gough	2	1	34	60	0	0					7	7				
Highspire	do	Cornelius J. Walter	1	0	3	5	0	0	0	0	0	0	3	5		9	13	
Hokendaugua	do	M. P. Reagle	1		7		0	0					4	8		75	75	
Hollidaysburg	do	J. A. Stewart, A. M.	1	1	12	58		1					0	10	0	0	0	
Honesdale	do	Geo. W. Twitmyer	2	2	45	66	0	0			4	3	3	5	4	335	305	
Hughesville	do	D. W. Anderson	1		12		0	0	1	0	1	1		5	4	140	148	
Hummelstown	do	H. M. Roth	1		18	29			4		3		2	8	2			
Huntingdon	do	Ellen Phoenix	2	3	45	75	2	1	0	10	4	2	4	10	3			
Indiana	do*	J. B. Woodruff	1	1	7		3	1	4	0			6	5	3			
Jenkintown	do*	D. G. Hartney	1	1	24	19	0	2						3	4			
Jersey Shore	do	J. E. Myers	1		19	31								4		204	190	
Lancaster City	Girls' High School	Sarah H. Bundell	1	4		177		1		3				16		0	0	
Lancaster	Boys' High School*	J. P. McCaskey	3	1	115		0	0					3	3				
Lansdale	High School*	J. Horace Landis	0	2	40	65	0	0										
Lebanon	do	S. R. Hoover	1	2	60	63	0	0								0	0	
Lehighton	do*	F. K. Krant	1	1	9	23	0	0					1	3	7			
Lewisburg	do	D. P. Stapleton	1	1	17	26	0	0	7	7			3	8	0	10	13	
Lewistown	do*	G. R. Burnett		1	22	30	1	1	3	1			4	4	2			
Linesville	do	R. S. Penfield			20	30	0	0	3	2	2	1	2	3	4	70	90	
Liverpool	do	Edwin Brown			15	13	0	0								15	10	
Lock Haven	do	W. J. Wolverton	2	2	44	53	0	0	1	2	3	0		4	0	0	0	
Lykens	do*	Z. T. Meixel	2	0	10	30	0	0										
McKeesport	Central High School	James A. Watt	1	2	20	60	0	0	5	13	0	0	4	8	12	0	0	
Mahanoy	High School*	I. H. Eisenbower	2	0	35	44	0	0					5	9	14			
Marietta	do*	R. R. Pleam		1	18	32	4	8	4	8			3	4	7			
Meadeville	do*	Miss E. B. Haxton	0	7	82	163	0	1					8	9	11			

*Statistics of 1890–'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal.	Number of instructors, secondary.		Number of students in secondary grade.		Colored secondary students included		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male	Female.	Male	Female.	Male	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PENNSYLVANIA continued.																	
Mechanicsburg	High School	W. H. Hench	1	1	15	23	0	0					2	2	0	0	0
Media	do	Leon H Walters	1	1	8	8	0	0					1	5		0	0
Mercers	do	Emma Loyster	1	1	17	17	0	0					4	12		0	0
Mercersburg	do	W. F Zinnbro	1	1	24	28	1	1					4	4		0	0
Myersdale	do	J. C. Speecher	1		1	0		1					1	7		14	25
Middletown	Spruce Hill Seminary	J. H. Rebur	1	1	45	48	0	0					4	0		0	0
Mifflinburg	High School	Wm W Reno	1	2			0	0	0	0	0	0					
Millersburg	do	D. L. Fickes		1	75	70	0	0					3	2		70	60
Milton	do	S O Goho		0	18	27	0	1	3	0	4	2	3	11	4	516	554
Monongahela City	do*	E. W Dalbery	1	1	5	23	0	0					7	6			
Mount Carmel	do	S. H Dean	2	0	16	25	0	0	0	0	0	0	1	5	0	762	774
Mount Joy	do*	C. L. Arnold	1	1	4	20	3	3									
Muncy	do	J. G. Becht	1	4	12	18	2		0	0	2		2	5	4	9	10
Myerstown	do	Sam'l Hook	1		14	13							1				
Nanticoke	do	A. P. Diffendafer	1	1	13	20			2		6	3	3	0	3		
New Brighton	do	S. Jennie Knott	0	3	20	46		1			1	2	2	8	3	6	4
New Castle	do	James P. White	3	2	53	92	2	2					4	7			
New Port	do	Silas Wright	3	3	15	13	0	0	5	3	5	4	0	0	0	150	110
Newtown	do*	J. Kirk Leatherman	1	0	9	10	0	0									
Norristown	do	A. D. Eisenhower	3	7	116	150	0	2	0	0	10	8	11	30	4	0	0
Nort East	do	F. H. Shaw	1	1	15	23	0	0	4	6	3	0	0	4	4	150	100
Northumberland	do	R. M Geddes	1	2	18	45	0	0	0	0	0	0	1	0	0	10	17
North Wales	do*	Lewis R. Harley	0	4	9	11	0	0			3	2	3	2	1		
Oil City	do*	F. J. Trumbull	1	2	50	75	2	0	3	2	2	2	11	10	3		
Parkesburg	do	Chas. B. Cloud	1	0	4	6	0	0	0	0	0	0	0	0	0	16	19
Pen Argyle	do*	Wm. P. Messenger	2	3	20	15	4	3	0	0	2	0	5	4	1		
Philadelphia	Girls' Normal School	Geo. W. Fetter	12	48		1,720		7								240	220
Phillipsburg	High School	J. G Anderson	1		8	23								3		260	440
Phoenixville	do	H F. Leister	1	3	21	33	0	0	0	0	0	0	4	10	0	2	4
Pittsburg	Central High School	Chas. B. Wood	13	15	370	372	2	2	9				63	81	4	0	0

Pittston	High School*	W. H. Putnam	1	2	35	55	2	3					3	2	0	9	20
Pleasantville	High School (dept.)	J. W. Lackey	1	0	12	15	0	0	2	0	0		4				
Plymouth	High School*	J. S. Grimes	2	0	8	31	0	0					5	6			
Portland	do	H. F. Walker	1		18	20	0	0	0	0	0	0	0		0	56	59
Pottstown	do*	M. C J. Stupp	3	1	55	81	0	0			2	0		6			
Pottsville	do	S. A. Thurlow	2	1	69	73	0	0			3	0		21	2	0	0
Reading	Boys' High School	M. E. Scheibner	7	0	168	0	0	0	80	0	15	0	28	0	9	0	0
Do	Girls' High School	Elizabeth A. Stahle		7		200		0		0		0		33		0	0
Renovo	High School	Chas. B. Kelley	1	1	19	26					1			11		26	
Rogers Ford	do	Wm. Lockhart	1	0	13	17	0	0								0	0
Saegerstown	do*	Dudley Goodwin	1	0	28	19	3	1									
Scranton	do	J C. Lange	2	1	11	59	0	0	0	0	5	0		3	4	0	0
Sellersville	do	H T Williams	1	0	35		0	0	4	2	1	0	3		2	62	63
Shenandoah	do	W N Ehrhart	1	8	27	55			0	0	1	0	6	24	1		
Slatington	do	J. J Savitz	8	8	40	80			3	2			4		12	260	270
Somerset	do*	Grant Kendall	1	0	8	22	0	0					3				
South Bethlehem	do	M A Richards	2	0	29	42			0	0	8	0	6		8	16	6
South Williamsport	do	E F Dogherty	1	0	15	33	0	0					0			467	43
Spartansburg	do	Prof. R. L. Roberts	2	0	26	32	0	0					4			40	35
Springboro	do	S. A. Wilson	1	0	10	12	0	0					0	0		17	11
Starrucca	Graded School	Geo. B Perry	1	1	2								0	0		48	31
Steelton	High School	Chas. S. Davis	2	0	32	37	4	1									
Stroudsburg	do*	Will H Ramsey	1	0	5	3	0	0									
Summit Hill	do	Wm McLaughlin	1	0	4	25	0	0	0	0	0	0	1	5	0	0	0
Sunbury	do*	C B Oberdorf	2	1	28	50	0	0					10	10			
Susquehanna	do	C T. Thorpe	1	1	23	53	0	0	0	0	10	16	3	7	0	216	246
Tamaqua	do	J F Derr	2	0	16	28	0	0	0	0	0	0	3	9	0	17	17
Thurlow	South Chester High School	H A. Sears	1	3	8	28	0	1	0	0	0	0	1	5			
Tidioute	High School*	R. D. Crawford	1	1	17	15	0	1					4	4			
Titusville	do	Laetitia M Wilson	1	10	77	153	0	2	2		5	1	14	19	8	0	0
Trevorton	do	P S Bergstresser	1	0	21	28							2	8			
Tyrone	do	Prof. B. F Pemberton	3	0	40	56	0	2					1	11	2	30	28
Union City	do	T M Morrison	2	1	35	40	0	0	5	5	7	10	50	62	0	200	210
Uniontown	do	Lee Smith	1	2	13	34	1	0					5	5	0	023	001
Upland	do	Walter L. Philips	1		4	4	0	0						1	0	14	12
Warren	Warren Academy	N G Brown	1	5	35	60	0	0	15	26	6	1	6	12	9	10	33
Washington	High School	A. G. Braden	1	2	25	20		1						8	4	0	0
Waynesboro	do	A J Harbaugh	2	0	10	20	0	0					5	14	8	8	16
Weatherly	do	Chas. A Ritter	1		10	15	0	0	0	0	0	0		6	0	320	314
Wellsboro	do	James B Hastings	1		45	65	0	3					7	10		0	0
West Chester	do	Addison Jones	4		26	53		2	6	2	8	1		5	5		
West Conshohocken	do*	H A. Markley	1		10	10	0	0					4	3			
Wiconisco	do	C C Bashore	1		20	15			1	0	2	1	5	6	5	5	12
Williamstown	High School (dept.)	A H. Gubrich	2		12	19	0	0					4	3		10	13
Wilkesbarre	High School	T J McCannon			60	100											
Wyoming	do	A. F. K. Krout	1	1	5	15							3	5			
York	do*	W J. Shearer	3		40	80	0	2	4	2	0	0	9	9			
Youngsville	do	J. N. Shumway	1	0	16	30	0	0	0	0	0	0	0	6	0	54	95

*Statistics of 1890-1891.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal	Number of instructors, secondary.		Number of students in secondary grade		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade	
			Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.	Male	Female	Male.	Female		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
RHODE ISLAND.																	
Ashaway	Hopkinton High School	Chas W Moore	1	1	19	16	0	0	1	2	2	2	0	3		0	0
Bristol	High School	Arthur P Johnson	1	2	31	44	0	3	1	1	1	2	2	6	2	0	0
Central Falls	Lincoln High School*	Wm Overton	1	1	19	23	0	0	1	1			2	2			
East Providence	High School*	I W Horne	1	2	30	35	0	0	18	4	1	0	7	7			
Newport	do	Frank E Thompson	3	4		52	1	1	9	4	6	0	6	3	5	0	0
Olneyville	Johnston High School	Geo H. Currier	1	3	25	28	0	0					3	3	4	2	4
Pawtucket	High School	W. W Curtis	4	3	76	96	0	0	30	5	5	3	8	13	10	0	0
Providence	do	David W Hoyt	12	16	345	564	2	0	119	41			35	60	22	0	0
Warren	do	Oliver R. Cook	1	2	18	28	0	0	1	4		2	1	3	2	2	3
Westerly	do	Walter R. Whittle	2	2	39	52			5	10			3	11	3		
Woonsocket	do	J. W. V. Rich	2	2	61	80	0	0	10	5	0	0	4	19	3	0	0
SOUTH CAROLINA.																	
Batesburg	High School	M. W. Penrefoy	1		20	17	0	0	5	2							
Bennettsville	do	C. A Graeser	0	3	34	61	0	0								61	55
Blacksburg	Blacksburg Institute	A M Spessard	1	0	11	15	0	0								119	116
Brunson	Graded School	W. V. Lanier	1	1	15	9			3	4						41	38
Charleston	High School	Miss A. R. Simonton	1	9		293		0						23	23		
Cheraw	do*	M. McR McLawhelin	1	0	7	9	0	0									
Hope Station	St. Johns' Academy*	P. D Risinger	1	0	3	2	0	0									
Jonesville	Academy*	N. G. Littlejohn	1	2	6	8	0	0	4	2							
Moffettsville	Generoster School	J. W. Davis	1		10	6			2	1	2	2			4	14	13
Newberry	Graded School	Frank Evans	2	2	317	283	164	177	1	0	0	1	NO	1	0	22	22
Orangeburg	do	H. G Sheridan	3	5	64	60			12	9				0	3		
Seneca	do	M. S. Stribbling	1	0	8	4	0	0	3	4						77	70
Spartanburg	High School*	H. A. Brunson	3	0	18	25	0	0									
Union	do*	C. A. Graeser	1	2	30	30	2	0									

SOUTH DAKOTA.																	
Aberdeen	High School	Mrs. E. M. Lovejoy	0	3	13	14	0	0	0	0	3			6	2	0	5
Ashton	do	A. H. Avery		0	15	16	0	0					0	0		35	35
Chamberlain	High School (dept.)*	J. J. Jones, jr		0	9	10	0	0					4	4			
Deadwood	High School	Alexander Strachan		1	5	25	0	0	0	0	1	3	0	0	0		
De Smet	do	Jno. A. Shannon		3	30	40					2	4	2	4	6	60	70
Huron	High School (dept.)	Miss E S Scott	1	3	23	53	0	0		1			2	2	1		
Mitchell	High School	F. A. Helwig	2	0	18	46	0	0	3	10				6	2		
Parker	Independent High School*	Edwin Dukes	1	1		8	0	0									
Sioux Falls	High School	R. B. McClenon	2	1	41	64	0	0	0	0	5	3	4	6	3	0	0
Yankton	High School (dept.)	Jay D. Stay		1	13	17	0	0	13	17			3	3	30	240	242
TENNESSEE.																	
Arlington	High School	T. B. Winston		2	25	39										25	26
Ashland City	Institute*	P. B Johnson		1	6	15	0	0									
Auburn	High School*	Jesse Davenport		1	10	15	0	0									
Brazil	do	Jno. C Wright		2	25	35							4	4	8	56	64
Chattanooga	High School (colored)	J. A. Henry		3	67	125	9	23					10	21	31		
Clarksville	High School	Jennie V. Jackson		3	34	54	8	15	5	13	4		5	4	9	0	0
Cleveland	do	D. C. Arnold		0	15	30	0	0					5	5		575	340
Corryton	Walnut Grove Academy*	J. C. Webster		1	39	23			8							28	34
Dandridge	Maury Academy*	Jno. F Henderson		1	15	15	0	0									
Dumplin	High School*	W. A. Catlett	2		24	18										60	44
Dyersburg	do	H. S. Kennedy		2	20	80			2	10				3	3	120	120
Fall Branch	do	Jno. T Henderson		0	25	12	0	0	0	0	0	0	1		1	75	70
Floyds	Walnut Grove Academy*	L. S. Fuller	3	0	49	30	0	0	4	1			7	2	9		
Flynns Lick	High School*	D. E. Morris	1	0	18	17	0	0			5	4					
Fork Vale	Walnut Grove Academy	W. S. Stocksbury	2	1	60	43							0	0	0	35	30
Germantown	High School*	P H. Strickland		1	10	30	0	0									
Grant	Franklin Institute	H. J. Arnold	1		3	6	0	0							0	24	20
Humboldt	I. O. O. F. College*	Sam'l F. Howard	2	0	15	30	0	0			7	12					
Jamestown	Academy	C M. Robbins			20	18			10	5			0	0	0	40	45
Jockey	High School	Jno. R Doty		1	1	16			1	4						30	35
Jonesboro	do*	Chas. Mason		1	8	17	0	0	7	13			0	5	4		
Kenton	Academy*	W P Manny	1	1	5	8	0	0									
Knoxville	Girls' High School	W. T. White	1	4	18	76							1	1		35	303
Laurel Gap	Oakland Seminary*	W. B. Bailey	1	1	10	14	0	0					1	2	3		
Memphis	Leath High School*	Margaret L. Scudder	0	6	32	130	0	0					7	3			
Milan	College	J. C. Cheek	1	1	8	13	0	0					1	1	1	122	103
Morristown	High School*	S Frontis	1	2	14	15	0	0	8	14	3	4	0	0			
Mount Horeb	do	J. W. Hicks		1	10	12	0	0					2	2	22	50	23
Nashville	Fogg High School	J. F. Lipscomb	3	5	125	225	0	0	0	0	0	0	17	44		0	0
Newbern	Union Seminary	W. S. Howard		0	18	23	0	0	0	0	1	2	0	0	0	152	103
New Middleton	Academy	W. S. Smith		1	20	16	0	0	7	0	5	0	0	0	0	25	24
Porterfield	Academy*	H. A. Evans		1	10	8	0	0									
Rhaetown	High School	W. F. Piper			8	1	0	0	3	0	3	1	0	0	0	33	34
Rhodelia	Big Sink Academy	Geo. B. Nautley														65	60
Trenton	Peabody High School*	G. R. McGee		1	22	48	0	0	1	5	3	0	3	3	3		
Troy	Obion College	A. B. Collom		0	14	13	0	0							0	71	86

* Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal.	Number of instructors, secondary.		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TEXAS.																	
Abilene	High School	C G. Foust	1	1	12	45	0	0	.....	.....	.....	.....	1	4	5	0	0
Aledo	....do	James A Cooley	1	0	5	8	0	0	.....	.....	.....	.....	.....	.....	.....	48	40
Anson	....do*	W. S. Ferguson	1	4	5	6	0	0	3	2	3	0	.....	.....	.....	.....	.....
Athens	....do	H C Bell	3	1	.....	.....	.....	.....	0	0	0	0	.....	.....	.....	101	98
Austin	....do	I H. Bryant	2	3	70	126	0	0	.....	.....	.....	.....	7	15	21	0	0
Beaumont	....do*	C F. Johnston	1	0	4	11	0	0	3	0	.....	.....	.....	.....	.....	.....	.....
Bellville	....do	R. B. Loggins	1	0	16	20	0	0	0	0	0	0	0	0	0	70	80
Bandera	....do	W. H. Bruce	1	.....	1	2	0	0	.....	.....	.....	.....	2	5	2	95	85
Blue Ridge	....do	N. E. Peak	2	0	21	18	.....	.....	.....	.....	.....	.....	.....	.....	0	67	51
Brackettville	High School (dept.)	W W Gatewood	1	1	4	11	.....	.....	3	2	.....	.....	.....	.....	.....	0	0
Bremond	High School	J Breeding	1	2	20	35	16	51	14	13	22	22	0	0	0	95	70
Brenham	....do	Mary Rial	1	2	12	40	0	0	5	16	.....	.....	2	13	14	166	210
Burnet	....do*	R. J. Richey	1	0	12	14	0	0	.....	.....	.....	.....	2	2	.....	.....	.....
Caddo Mills	....do	W. A. Priest	1	1	12	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	85	84
Calvert	....do	J. B. Wolfe	2	0	20	44	0	0	.....	.....	.....	.....	1	5	8	140	140
Celeste	College*	I. H. Cook	1	1	30	8	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chisholm	Berry Creek High School.	E. L. Brewer	1	.....	20	14	0	0	18	14	20	5	0	0	10	100	95
Cleburne	High School	J. E. Wallace	1	1	18	31	0	0	.....	.....	.....	.....	1	8	3	0	0
Colorado	....do*	R. J Baldwin	1	0	1	4	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Comanche	....do	W. F Rogers	4	5	67	80	.....	.....	20	11	.....	.....	6	5	16	215	210
Corpus Christi	Public School	M Menger	2	2	2	10	0	0	1	2	1	1	0	0	0	190	201
Corsicana	High School	E M. Faust	1	2	60	15	.....	.....	1	1	.....	.....	1	3	4	.....	.....
Dangerfield	....do	H. Y. Black	1	1	25	35	.....	.....	20	25	5	10	.....	.....	.....	30	40
Dallas	Central High School	L. W Coleman	4	1	112	141	.....	.....	.....	.....	.....	.....	1	12	3	175	210
Dawson	Masonic Institute	J. W Cantwell	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Denton	High School	R. W. Pitman	2	4	12	121	0	0	0	0	0	0	4	12	.....	131	154
Ennis	....do	Jos C. Watkins	2	0	87	48	0	0	6	5	0	0	1	6	5	280	300
Estacado	....do*	Wm. Connally	1	0	30	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Floyd	....do*	W. A. Priest	1	1	12	12	0	0	.....	.....	.....	.....	1	1	3	.....	.....
Fort Worth	....do*	P. M. White	2	4	50	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....

Galveston	Ball High School	Jno. W. Hopkins	4	5	66	155			81	78	57	90	6	96	5	79	113
Do	Central High School	J. R. Gibson	1	2	65	66										66	67
Geneva	Academy *	H F Killen	1	0	3	11	0	0									
Glencove	High School (dept.) *	J. S Greenlee	1	2	15	13	0	0	1	1	5	3					
Gonzales	High School	Oscar Chrisman	1	1	15	16	0	0					3	1	4	153	123
Graham	do	S H. Kimmons	1	0	2	2	0	0					0	0	0	117	123
Greenville	do *	J. H. Van Amburgh	2	1	23	32	2	2	5	7	3	4	3	4	5		
Hallettsville	do	J. C. Flores	0	3	17	23	0	0	3	5	3		1	3	4	81	99
Harwood	do	W. C. Cowen	1	2			0	0	0	0	0	0	0	0	0	50	61
Hempstead	do	S. H. Nean	1	0	7	8	0	0	7	8	0	0	0	0	0	90	110
Hillsboro	do	P. S. Halleck	1	0	8	15			1	8			0	0	0		
Houston	do	C. W. Welch	3	1	34	74	0	0					0	8		0	0
Hubbard City	do *	E. L. Barham	1	1	5	20	0	0									
Hughes Springs	do	Chas. T. Alexander	1	0	12	15	0	0	7	8			0	0	0	73	77
Itasca	do	N. J. Faster	1	1	22	23	0	0					0	0	0	146	151
Jewett	do *	J. E. Anderson	1	1	21	29	0	0	5	2	10	5					
Kingston	do *	T. E. Wallis	4	1	40	37	0	0	40	15			1	0	1		
Kosse	High School (dept.) *	J. Thos. Hall, supt	1	0	5	20	0	0									
Lagrange	High School	T. R. Dunlap		2	40	35							1	3	4	65	65
Leesburg	East Texas Academic Institute *	W L. Turner	1	1	7	9	0	0									
Livingston	High School	L. D. Washington	2	1	38	33										38	35
Llano	High School (dept.)	J. R. Griffin	1	0	15	20	0	0	0	6	5	7	0	0	0	110	117
Lockhart	High School *	J. E Cook	1	0	12	15	0	0									
Lone Oak	do	W. H Attebery	1		12	13	0	0	0	0	0	0	0	0	0	69	63
Luling	Pierce Institute *	J. V. Brown	2	0	7	14	4	5	7	10							
McGregor	High School *	J. N. Davis	1	0	7	7	0	0									
McKinney	do	J. B. Dodson	4	4	125	130	30	45	30	40	50	50		5	5	135	141
Mexia	do *	J. E. Blair	2	0	30	25	0	0	10	8	3	0	3	6	6		
Midlothian	Institute *	G F Taylor	0	2	12	24	0	0									
Midway	Elwood High School *	Julia A Bettis	0	1	3	5	0	0	0	1	0	1					
Milam	Institute	R. H. Windham	0	1	23	38	0	0	7	1	2	3	0	0	0	16	11
Mineola	High School *	D. H. Skinner	2	2	15	14	0	0									
Montague	do	J H Vaughan	1		4	5										114	119
Novice	Rough Creek High School *	Eliza Robinson	0	1	2	7	0	0	1	5							
Paris	High School	W S V Silbert	2	2	25	62	0	0	0	0	0	2	1	15	2	0	0
Peaster	College	Frank H. Fowler	1	1	15	5										70	85
Queen City	Normal High School	Wickliff Owen	1	1	20	20	0	0	5	8	0	0	0	0	0	50	60
Quitman	High School	Susan Reinhardt		1	4	3											
Ranger	Public School	T D Evans	1		2	7	0	0	0	0	0	0	0	0	0		
Rising Star	High School *	Benj F. Terry	2	0	25	12	0	0	15	1							
Rockdale	do *	Jno. W. Clark	1	0	13	20	0	0									
Round Rock	do *	A S J Steele	0	3	10	15	0	0	3	4	2	3	1	4	5		
San Angelo	do *	H. V. Moulton	1	0	25	35	0	0			25	35	1	3	3		
San Antonio	do	W Schoch	4	1	11	48	0	0	2	14	2	1	2	4	2	389	480
Sealy	do *	S S Williams	1	0	16	20	0	0									
Sexton	do *	Jno A. Smart	1	0	5	3	0	0	1	2							
Shelbyville	do	M M. Dupie	1	1	15	14	0	0	2	2	2		1		1	45	39
Sipe Springs	do	Ben Randals	1	2	15	17	0	0	3	2			0	0	0	72	5 3

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution	Name of principal.	Number of instructors, secondary		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1[redacted]		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TEXAS—continued.																	
Snyder	High School*	B. M. Cochran	[illegible]	[illegible]	15	40	0	0					[illegible]	[illegible]			
Terrell	do	C. P. Hudson	[illegible]	[illegible]	18	19							[illegible]	[illegible]	[illegible]	220	240
Timpson	do*	T. R. Day	1	1	10	12	0	0									
Trickham	Public School	Jno. W. Hall	1	0	[illegible]	[illegible]	0	0								28	35
Uvalde	do	Wesley Peacock	2	1	10	35	0	0	0	3	0	0	0	3	3	158	166
Vernon	High School	T. S. Cox	2	0	10	[illegible]	0	0			1	2					
Waco	Central High School*	J. N. Gambrell	1	3	[illegible]	[illegible]	0	0	5	5	1	0	[illegible]	[illegible]			
Weatherford	High School	R. B. Ewing	0	0	[illegible]	[illegible]			4	2	2	0	[illegible]	[illegible]	0	0	0
Waxahatchie	do	J. Henry Phillips	[illegible]	0	[illegible]	34	0	0					[illegible]	[illegible]	[illegible]	0	0
Whitesboro	do*	W. T. Potter	[illegible]	[illegible]	16	14	0	0									
Whitney	do	F. A. Wood	[illegible]	[illegible]	0	0	0	0	0	0	0	0				46	72
Winsboro	do*	Rufus Mann	[illegible]	[illegible]	5	13	0	0									
UTAH.																	
Ogden City	High School	T. B. Lewis	1	1	13	[illegible]	0	0	0	0	0	0	0	[illegible]	0	0	[illegible]
Salt Lake City	do	W. R. Malone	[illegible]	[illegible]	44	[illegible]	0	0	0	0			0	0	0	0	[illegible]
VERMONT.																	
Bakersfield	Brigham Academy	Chas. H. Morrill	1	[illegible]	[illegible]	49	0	0	0	0	[illegible]	[illegible]	0	[illegible]	[illegible]	15	10
Barre	High School	Ozias D. Mathewson	1	[illegible]	[illegible]	[illegible]	0	0		1	[illegible]	10	0	0	0	[illegible]	[illegible]
Barton	Academy	C. H. Willey	1	0	16	[illegible]	0	0	[illegible]	12			0	0	0	[illegible]	[illegible]
Barton Landing	High School	Hattie E. Glazier		1	[illegible]	[illegible]										[illegible]	[illegible]
Bellows Falls	do*	J. C. Simpson	1	[illegible]	[illegible]	[illegible]	0	0	[illegible]	[illegible]			[illegible]	[illegible]			
Bethel	Whitcomb High School	J. B. Blaisdell	1	0	15	[illegible]	0	0	1	0	0	0	[illegible]	[illegible]		[illegible]	[illegible]
Brandon	High School	Elmer F. Howard	1	1	11	[illegible]	0	0	[illegible]	0	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brattleboro	do	Jas. D. Horne	1	[illegible]	[illegible]	[illegible]	0	0	[illegible]	[illegible]			15	[illegible]	[illegible]	[illegible]	[illegible]
Bristol	do	E. W. Benedict	1	[illegible]	[illegible]	[illegible]	0	0	[illegible]	[illegible]	0	0	[illegible]	[illegible]	[illegible]		
Chester	do*	Kate Child	0	[illegible]	[illegible]	[illegible]	0	0								[illegible]	[illegible]
Enosburg Falls	do	Lorna M. Jeans	1	1	[illegible]	[illegible]	0	0									

Fair Haven	....do	G. W. Kennedy	1	1		1	0	0	0	0	10	10	2	6		0	20	20
Hardwick	....do	G. H. McNair	1	2	30	32	0	0	2	0	0	0	0	11		0	51	54
Hinesburg	....do	Loren E. Pattridge	1	0	4	5	0	0	2	0	2	2	0	0		0	9	15
Hyde Park	Central Academy	J. B Macomber	1	2	35	30	0	0	2	0	2	2	0	0		0	15	15
Island Pond	High School	W. D. Parsons	1	1	15	23	0	0	0	0	2	2	0	5		0	4	8
Ludlow	Black River Academy	Geo. Sherman	1	3	43	67	0	0	5	1	9	12		10		5	25	14
Lyndon	Graded School	Edw. J. Herring			8	15	0	0	2	0		0	0	2		0	22	72
Middlebury	High School	Chas. J. Bullow		2	19	25	0	0	8	2	6	5	4	2		5	203	157
Montpelier	Grammar School	Saurin J. Blaupied		2	11	20			4	1		5	3	2		3	10	16
Morrisville	Graded School	W. A. Beebe		1	55	65	0	0	5	1		8	5	4		4	120	100
Newport	Academy *	F. L. Bergbee	0	4	24	21	0	0	0	1	6	2	5	5				
North Bennington	High School	H. Dressel, jr		1	20	24	0	0	2	0	4	1	7	10	2		92	168
Northfield	....do*	Henry O. Aiken		1	27	25	0	0	4	6	3	0	4	5	1			
North Troy	Missisquoi Valley Academy *	Chas. Putney		2	12	13	0	0	1	5								
Poultney	High School	J. G. Peck		0	12	6	0	0	0	0			2	3			119	135
Proctor	....do	Frank P. Davison		0	3	23	0	0	0	0	0	0	0	9		0	0	0
Quechee	....do	Clarence A. Crooks		0	13	20	0	0	0	0	0	0	0	6		0	24	37
Richford	....do	A. S. Burnham		1	19	31	0	0	3	0	0	0	3	5		6	0	0
Rutland	....do*	Jesse A Ellsworth		2	35	55	0	0	11	7	15	16	10	10		10		
St. Albans	Academy and High School	Franklin H. Dewart		5	58	80	0	0	6	7	1	0	8			11	0	0
Springfield	High School.	Geo. E. Johnson		1	25	28	0	0	5	3	0	7	6	7		4	0	0
Swanton	Union Graded School	Frank K. Graves	0	3	30	35	0	0	4	2	3	2	2			3	25	80
Vergennes	High School	A. Armagnac, PH. D		1	23	20			1	1	15	11	0	5		5	0	0
Wallingford	....do	E. J. Bryan			10	10	0	0	4	4			0	0			14	10
Waterbury	....do*	F. Covery		3		6	0	0	2	3			3	2		2		
West Randolph	....do	N. J Whitehill		7	54	52	0	0	8	10	12	10	7	4		3	143	141
White River Junction	....do	C. A. Williams		1	15	25	0	0	3	10	1	2	0	0		0		
Windsor	....do*	F. N. Newell		1	28	37	0	0			2	0						
Winooski	....do	Henry Conlin		0	3	8	0	0	0	0	0	0		1		0	3	4
Woodstock	....do*	A. B. Bishop		2	39	50	0	0	27	5	15	46	5	6		2		
VIRGINIA.																		
Adriance	Guinea High School	Mrs. C. W. Crawley	0	2	6	12			6	8	0	0	0	0		0	2	10
Aldie	High School	T. H. Athey		0		4	0	0	1	1	0	0	1	3		1	24	10
Bridle Creek	Academy *	E. L. Bain		0	4	5	0	0			2	0						
Broadway	High School *	J. T De Bell		2	12	5	0	0										
Buchanan	Graded School	A. H. Sullender	1	0	5	10	0	0	1	2	0	0	0	0		0	60	60
Charlottesville	High School *	J W. Tinsley	2	0	9	20	0	0										
Chilesburg	....do*	C. F. Smith, jr	1	0	6	5	0	0	2	1	0	1						
Churchville	....do*	Mary I. Bell	0	2	6	6	0	0										
Covington	....do*	Rev J Dickey	1	0	9	3	0	0					2	1				
Fairview	....do	Geo. W. Coley	1	0	10		0	0	0	0	0	0	0	0			80	72
Fox	Fox Institute *	J. J. Watkins	1	1	18	15	0	0	3	3	6	5						
Fredericksburg	High School	B. P. Willis	1	0	5	20	0	0	0	0	0	0	0	0		0	0	0
Hamilton	....do	Jno. W. Gregg	1	0	18	20	0	0									20	32
Harrisonburg	High School (dept.)	C. E. Barglebaugh	2	0	15	10	0	0	15	10	0	0	0	0		0	140	170

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post office.	Name of institution.	Name of principal	Number of instructors, secondary.		Number of students in secondary grade		Colored secondary students included		Number preparing for college classical course		Number preparing for college, scientific course		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892	Number of students below secondary grade.	
			Male	Female	Male	Female	Male	Female.	Male.	Female	Male	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
VIRGINIA—cont'd.																	
Hat Creek	High School*	Kate Cranley	0	1	4	19	0	0	2	4	3	5					
Irwin	Union High School*	Edward Kinne	1	0	7	6	0	0									
Johnsons Springs	Dover High School*	Mildred A. E. Ellis	0	1	1	6	0	0									
Lacy Springs	High School	J. M. Coffman	1	0	4	4	0	0					0	0	0	2	11
Lawrenceville	Graded School	James A. Riddick	1	1	3	7	0	0	3	7	0	0	0	0	0	38	19
Leesburg	High School	J. S. Simpson	2	2	47	41	0	0	6	2	2	0	6	1	7	75	84
Do	High School, No. 2*	G. C. Gorrell	1	0	3	8	0	0									
Lincoln	Academy	E. L. F. Brown	1	0	6	16	0	0					0	0	0	33	19
Luray	do	E. M. Pitcher	2	0	30	0	0	0	6							126	65
Lynchburg	High School*	John W. Wyatt	3	2	51	135	0	0	4	9	1	0	8	8	1		
McGaheysville	Oak Hill Academy*	W. O. Ross	1	0	15	12	0	0									
Marksville	High School*	B. B. Miller	1	1	25	23	0	0									
Midway	do*	Mattie Slate	0	1	9	10	0	0			2	1					
Millboro Springs	High School (dept.)*	H. P. Crosby	1	0	8	4	0	0					5	4			
Mount Crawford	Graded School	T. J. O'Neill	1	0	15	7	0	0	2	0	0	0	2	0	2	60	58
New Market	High School*	A. C. Kimby	1	1	15	12	0	0	5	0							
North Danville	do	F. H. Wheatley	1	0	5	24	0	0	2	1	0	0	1	1	2	183	146
Parnassus	do*	M. C. Smith	1	0	6	3	0	0									
Petersburg	do	A. P. Balling	0	3	70	94	0	0	3	0	4	0	3	11	2	0	0
Do	Peabody High (colored) School (dept.)	Jas. E. Shields	1	0	9	44	9	41					1	7		298	408
Portsmouth	High School	W. A. Jenkins	1	7	20	32	0	0	9	0	1	0	2	5	2	0	0
Pulaski	do*	D. B. Brown	0	4	10	3	0	0	15	6							
Richmond	do	J. P. Thomas	2	18	178	463	0	0	0	0	0	0	10	70	0	0	0
Rocky Station	Lee Institute*	J. B. Wolfe	1	0	8	7	0	0	2	3	2	0					
Rose Hill	Cumberland College*	E. L. Grubbs	1	0	2	0	0	0	2	0							
Rustburg	High School*	John G. Fisher	1	0	8	7	0	0	5	3							
Smithfield	do	Col. E. M. Morrison	0	1	10	10	0	0	2	3	2	5	5	5	10	30	30
South Boston	do*	J. Morton Davis	1	0	7	19	0	0					2	0	2		
Spring Valley	do	J. A. Livesay	2	1	20	7	0	0	5	5	2	0			2	30	35
Stanardsville	Forest Hill Academy	B. B. Mitchell	1	0		16	0	0	4		8	12					

Staunton	High School*	Jno. B. Bader	3	1	87	95	0	0	15	25			3	5	7		
Waterford	High School (dept.)*	Wm. B. Carr	1	0	7	5	2	1	2	1						55	43
Winchester	High School*	J. C. Van Fossen	1	1	20	19	0	0					9	9	1		
Wytheville	Graded School*	F. L. Bruce	2	5	10	8	0	0	20	15	0	0	2	3	3		
Do	Mount Pleasant Graded School.*	Emma R. Calfe	0	1	3	5	0	0									
WASHINGTON.																	
Centralia	High School*	Chas. W. Borst	1	2	20	30	0	0									
Chehalis	do	J. T. Forrest	1	1	10	11	0	0	0	0	0	0	0	0	0	249	279
Dayton	do	W. A. Payne	2		23	27			2	3	4	3	2	3	1	297	321
Medical Lake	do	P. Bell Sweavnyen	0	1	17	23	0	0	0	0	0	0				58	77
New Whatcom	do	Harry Pattison	1	2	38	56	0	0	2		0	0	2	1	0	0	0
North Yakima	do	Geo. H. Watt	1		8	10	0	0					0	0	0	218	230
Olympia	do	L. F. Henderson	2	1	38	51			3	1	3	3				0	0
Port Angeles	do	A. N. Taylor	1		8	7	0	0								177	193
Port Townsend	do	Will F. Babcock	3	1	19	40	0	0					6	7			
Seattle	do	John W. Heston	2	6	75	152			2	2			8	8	4		
Spokane	do	J. B. Walker	1	4	45	59	0	0					4	4			
Tacoma	do*	Abbie E. Cushman	0	6	53	67	0	0									
Vancouver	do	Lucius H. Leach	2	1	35	37	0	0			10	1	3	3	4	248	234
Wallawalla	do	R. C. Kerr	1	3	40	68	0	0					0	0	0	0	0
WEST VIRGINIA.																	
Charleston	High School	Mrs. Mary R. McGwigan	0	3	49	60	0	0					3	6	3	0	0
Martinsburg	do	J. A. Cox											1	7		51	99
Parkersburg	do	T. D. Ames			38	55							6	14			
Wheeling	do*	W. H. Anderson	1	17	95	177	13	3					20	29			
WISCONSIN.																	
Ahnapee	High School	H. K. White	1		11	12							1	4		88	88
Alma	do	W. A. Schaper	1	0	20	16	0	0	0	0	0	0	3	1	5	162	186
Amherst	do*	Mason S. McKee	1	2	4	16	0	0									
Antigo	Free High School	W. H. Williams	1	2	20	30	0	0	0	0	2	2	3	0	3	0	0
Appleton	Ryan High School	O. H. Ecke	5	1	23	40							4	15	10	381	352
Arcadia	High School	John I. Jegi	1	1	24	22	0	0	2	4	2	2	3	1	2	0	0
Argyl	do	Edwd. W. Pryor	1	0	17	13	0	0	0	0	0	0	0	1	0	70	74
Ashland	do	J. M. Turner	2	1	31	31	0	0	0	0	31	31	6	4	10	0	0
Augusta	do*	L. W. Wood	0	1	8	10	0	0					2	2			
Avoca	do	G. J. Zimmerman	1	0	15	16	0	0					1	2	0		29
Baraboo	do	E. C. Wiswall	1	3	42	62	0	0			10	20	4	12	5	0	0
Bayfield	do	B. B. Jackson	1	0	13	14	0	0	0	0	0	0	0	0	0	0	0
Beaver Dam	do*	Homer B. Hubbell	1	3	45	66	0	0					6	7			
Beloit	do	A. F. Rote	1	4	35	130	1	0					1	8	6	0	0
Berlin	do*	do	1	3	45	68	0	0					2	1			
Black Earth	do	E. W. Walker	1	1	15	22	0	0	0	0	1	6	2	8	4	10	12
Black River Falls	do	Dwight Kinney	2	2	42	50	0	0	0	0	0	0	3	15	0	0	0

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal.	Number of instructors, secondary.		Number of students in secondary grade.		Colored secondary students included.		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduates in 1892.	Number of students below secondary grade.	
			Male.	Female.	Male	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
WISCONSIN—cont'd.																	
Bloomer	High School	D. E. Cameron	1	1	21	11	0	0	0	0	0	0	0	0	0	46	62
Boscobel	do*	L. L. Lightcap	1	0	10	12	0	0					3	3			
Brandon	do	Freeling Fox	1	0	10	14	0	0					6	3	0	13	7
Brodhead	do	F. E. McGovern	1	1	18	37	0	0	4	7	2	2	3	3	4	125	121
Burlington	do	C. W. Rittenburg	1	2	25	49	0	0	5	15			4	2	12	0	0
Cadott	do	R. B. Hart	1	0	1	21	0	0	0	0	0	0	0	2	0	0	0
Caseville	do	J. C. Churchill	1		5	12										12	12
Chilton	do	Jno. G. Nageler	2	0	37	16	0	0	0	0	0	0	5	4	0	117	110
Chippewa Falls	do	Geo. S. Parker	2	4	66	114							8	9	5		
Clinton	do	A. S. Jimpick			24	34	0	0					1	0			
Clintonville	do	Glenn B. Arnold	1	0	13	28	0	0	0	0	0	0	1	3	0	0	0
Colby	do	Edw'd A. Ketcham	1	0	14	23	0	0			2	1	2	3		2	0
Columbus	do	L. M. Roberts	1	1	21	30	0	0	4	9	2	1	2	3	5	0	0
Darlington	do*	Geo. E. Cabanis	1	2	12	18	0	0	2	1	0	1	2	3	5		
Delavan	do	Henry J. Bowell	1	1	14	16	0	0	4	3	5	0	2	3	1	14	12
Depere	do	C. H. Burgess	0	2	9	13	0	0	3	7	0	0	1	0	1	3	10
Dodgerville	do	L. L. Clarke	1	2	24	20	0	0	0	0	2	5	2	2	1	0	0
Durand	do*	J. W. Nesbit	1	1	12	15	0	0			3	2	2	2	2		
East Troy	do	A. H. Fletcher	2	0	35	38	0	0	0	0	2	2	5	6	0	46	44
Edgerton	do*	F. M. Jack	1	1	17	35	0	0	0	4	0	5	3	6	0		
Elkhorn	do	J. T. Edwards	1	2	43	20	0	0	2	4	4	0	6	6	5	0	0
Elroy	do	John Jones	1	1	16	24							3	1			
Fennimore	do	F. L. Churchell	1	0	18	8	0	0	0	0	0	0	5	0		1	13
Florence	do	E. D. Rounds	1	1	10	16	0	0	0	0	2	3	0	0			
Fond du Lac	do	I. N. Mitchell	3	2	68	98	1	0		4	19	27	1	10	9	0	0
Fort Atkinson	do	D. D. Mayne	1	2	36	37	0	0					7	9	2	0	0
Fort Howard	do	F. H. Farnham	1	1	40	30	0	0					7	10	5	300	240
Fox Lake	do	Willard N. Parker	1	1	8	16		1					1	6		4	7
Friendship	do	J. W. Purves	0	0	14	15	0	0	0	0	0	0	0	0		3	4
Glen Beulah	do*	A. J. Strausburger	1	0	9	7	0	0									

Grand Rapids	do	Wm. H. Luehr			5	34	27						5	3	5	2		6		
Green Bay	do	John A. Hancock		2	2	40	50		0	0								6	0	0
Hartford	South Side*	P. T. Nelson		1	0	3	3		0	0								1		
Hazel Green	High School*	H. B. Lathe		1	0	12	9		0	0	0	0	0	0	0			0	7	8
Highland	do	J. F. Gibson			3	21	17				1				2			1	86	72
Hillsboro	do	Mary L. Pinch			1	5	1		0	0	0	0	0	0	2			0	6	20
Hudson	do*	Albert E. Schaub		1	1	30	30		0	0					0			1		
Janesville	do	Frank W. Cooley		1	4	64	92				18	20			3			14	190	198
Jefferson	do	J. G. Adams		1	1		22											1		
Juneau	do	E. C. McClelland			1		15		0	0	0	0	0	0	0			0	9	2
Kewaunee	do	Michael McMahon			1	27	26		0	0			2	2	4			4		
Kiel	do	A. W. Dassler				19	20						2	0	4				96	81
Lacrosse	do	Albert Hardy		2	6	85	136								9		11	6		
Lake Geneva	do*	J. H. Gould			3	15	15		0	0										
Lake Mills	do	H. L. Terry			2	35	35		0	0					7			6		
Lancaster	do*	Clyder R. Showalter			2	25	20		0	0					2			2		
Linden	do*	Thos. Julian Jones			0	2	7		0	0					7			7		
Lodi	do	L. M. Kraege			1	21	38						2	2				2	77	104
Madison	do	J. Hutchison		3	11	126	197		0	0	7	7	2	2	14			21	35	0	0
Manawa	do	Chas. L. French			0	7	12		0	0	2	0	1	0	0			2	0	74	70
Maintown	North Side High School*	Chas. Friedel			2	21	52		0	0					5			5		
Marshall	Medina High School	W. A. Hodge			1	25	35		0	0	0	0	6	4	6			4	0	0
Marshfield	High School	F. E. Hamlin			2	28	33		0	0	0	0	0	0	2			1	2	238	253
Manston	do	W. L. Morrison			1	20	40		0	0	2	1	1	4	3			5	8	151	126
Mayville	do*	L. S. Kisley			1	14	16		0	0			1	0							
Mazomanie	do	R. F. Skiff		2	1	13	20		0	0	0	0	10	14	3			5	3	16	11
Menasha	do	F. W. Buchholz			1	14	8		0	0	0	0	7	2	0			0	0	4	8
Menomonee	do*	R. B. Dudgeon		0	0	20	31		0	0											
Merrill	do*	R. J. Bowell		2	1	15	20		0	0			3	2	3			2			
Merrillan	do	A. C. Piper			0	5	16		0	0	0	0	0	0	0			1	0	93	99
Middleton	do	F. W. Umburt				12									2						
Milwaukee	do	A. J. Rogers		10	11	292	348				24	3	63	2	44		46	35			
Mineral Point	do	Albert R. Johnson		2	1	20	74		0	0											
Monroe	do*	J. A. Mitchell		2	1	38	56		0	0	5	10	12	6	7			6			
Montello	do	Jno. J. Finan				14	7		0	0	0	0	0	0				0	75	73
Montfort	do	Jos. M Cubela				14	22											4	0	5	7
Mount Hope	do*	F. F. Grindell			2	22	40		0	0								1			
Muscoda	do	L. H. Allen			1	26	16		0	0	0	0	0	0	3			3	0	11	11
Neceda	do	Wm. F. Sell			1	11	21								3			3	6	7	13
Neenah	do	H. J Evans			2	31	43		0	0	5	11	6	15	9			4	6	0	0
Nellsville	do	Edwd B Oakley			2	30	27			0	0	0	1	0	6			5	1	11	12
New Lisbon	do	Ben. C Parkinrow		1	1	25	32		0	0	1	0	6	6	2			2	2		
New London	do	J. C. Preehoff		0	9	20	36								2			2	88	100
New Richmond	do	T. H. Lage			1	23	35		0	0	0	0		0	3			3	1	0	0
Oconto	do	A. W Burton			1	19	35		0	0	0	0	1	0	3			3	1	0	0
Omro	do	Frank T. Tucker			1	31	42		0	0	3	4	5	2	3			2		15	16
Oregon	do	Arthur H. Sholtz			0	40	30		0	0			5	4	5			4	9	55	45
Oshkosh	do	Rufus H. Halsey		2	4	74	78		0	0	0	0	12	10	5			7	6	66	74
Pepin	do	J. M. Bold				9	14		0	0					2			1	0		
Pewaukee	do*	Edward W. Pryor			0	10	24		0	0	1		0	1				1	2		

*Statistics of 1890-'91.

TABLE 4.—*Statistics of Public High Schools for 1891-'92*—Continued.

State and post-office.	Name of institution.	Name of principal	Number of instructors secondary		Number of students in secondary grade		Colored secondary students included		Number preparing for college, classical course.		Number preparing for college, scientific course.		Total number of graduates in 1892.		Number of college preparatory students in the class that graduated in 1892	Number of students below secondary grade.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
WISCONSIN—cont'd																	
Platteville	High School	Chas. M. Fox	1		10	16	0	0	0	0	0	0				170	144
Plymouth	do	Otto Gaffron	2	0	32	30	0	0	0	0	0	0	2	3	2	0	0
Port Washington	do	H H. Meyer	1	0	24	27	0	0					1	3	2	0	0
Potosi	do[a]	F. K. Shuttleworth	1	1	39	35	0	0					1	1			
Poynette	do	A M Locker	1	1	20	30	0	0	0	0	2	3	0	0	0	40	70
Prairie du Sac	do	Jno. F. Bergen	2	0	37	35	0	0	1	1	1	0	2	2	4	41	46
Prescott	do	Jas. Goldworthy	1	1	27	35	0	0	2	1	0	3	3	2	6	0	0
Racine	do	A. J. Volland	3	2	62	84	0	0			2	1	14	7	3		
Reedsburg	do	Allen B. West	1	1	8	21	0	0	0	1			2	2	3	23	30
Richland Center	do	Prof. T H. Haney	1	2	53	70							5	5	4		
Ripon	do	M H. McMahon	1	1	22	25	0	0	0	0	2	0	2	1	0	0	0
River Falls	do	Andrew A. Love		0	24	30	1	1					1	0	1		
Sauk City	do	Jno S. Roeseler	1	1	26	14	0	0	0	0	1	0	1	1	0	14	0
Sextonville	do	Jos. Schafer	1	1	21	16	0	0					4	1		27	26
Seymour	do	Ira Travis	1	0	24	16	0	0	0	0	0	0	3	1	0	12	10
Sharon	do[a]	J. G. Skeels	1	1	10	27	0	0			0	4	0	4	4		
Shawano	do	W. H. Hickok	1	1	16	23	0	0	0	0	1		0	0	0		
Sheboygan	do	J. E. Riordam	2	2	21	40	0	0	11	13	10	26	8	9	11	27	31
Sheboygan Falls	do[a]	A. W. Weber	2	0	21	25	0	0					3	2	3		
South Milwaukee	do	M. D. Kelley	1	1	16	19	0	0	0	0	2	0	1	1	3	0	0
Sparta	do	J. W. Livingston	1	3	71	110	0	0	7	8	13	8	5	6	7		
Spring Green	do	J D. Rouse	1	2	45	40	0	0	0	0	4	1	9	11	4	50	45
Stevens Point	do	Henry A. Simonds	3	2	42	74	0	0					11	5	6	675	563
Stoughton	do	Alex. Carstvet	1	1	32	46	0	0	5	3	4	5			0	0	0
Sturgeon Bay	do[a]	Wm. O. Brown	1	1	10	11	0	0					3	2			
Sun Prairie	do	Jas. Melville	1	1	16	21	0	0	0	0			3	4	3	55	100
Tomah	do	G. M. Reigle	1	2	41	52	0	0					2	3	10	0	0
Two Rivers	do	C. O. Marsh	1	1	15	18					2	1	4				
Unity	do	H D Knalp	1		15	21	0	0	0	0	0	0	0	0	0	0	0
Viroqua	do	Taylor Frye	1	2	32	34	0	0	1	2	1	2	1	2	0	0	0

Waterloo	do	W. J. Hoskins	1	8	44	64	0	0					8	9	8	0	0
Waukesha	do*	Geo. H. Reed	2	1	33	20	0	0								0	0
Waupaca	do	F. A. Lowell	1	2	35	40	0	0	0				6	10	16		
Waupun	North Ward High School.	H. C. Curtis		1	4	5	0	0					2	2		10	24
Wausau	High School	J. A. Eakin	2	1	13	46	0	0	0	0	0	0	1	4	1	0	8
Wauwatosa	do	A. W. Smith	1	2	30	41	0	0					1	9	5	0	0
West Bend	do	D. F. Keeley	1	4	45	40	0	0	0	0	0	0	2	1		0	0
West de Peri	do	Chas. Maine	1	1	17	29	0	0	4	2	3	1	1	2	3	0	0
Westfield	do	D. K. Tone	1		6	10							2	7	0	14	21
West Salem	do	A. E. Buckmaster	1	1	18	22	0	0	0	1	1	0	3	2	2	62	96
Weyanvega	do	E. E. Sheldon	1	1	25	35	0	0			2	3	1	10	0	70	90
Whitewater	do	C. H. Sylvester	1	3	43	49	0	0	2	3	6	10	2	4	5	13	16
WYOMING.																	
Cheyenne	High School*	Cora M. McDonald	1	3	39	54	6	10					8	8	16		
Rawlings	do*	J. R. Rollman	1	0	3	5	0	0					1	1			

*Statistics of 1890-'91.

PRIVATE SECONDARY SCHOOLS.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92.*

Post-office.	Name	Principal.	Religious denomination	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
ALABAMA.																		
Anniston	Noble Female Institute	Miss E. V. Bristow	Epis	0	3	0	100									4	0	3
Ashland	Ashland College	J. H. Riddle, PH. M.	Nonsect	1	1	65	70	0	0	6	4					14	2	2
Athens	Trinity Normal School*	Miss Mary F. Wells		0	2	5	9	5	9	14	0	0	0	0	0	0	2	12
Autaugaville	Autaugaville Academy	J. O. Atkins	Nonsect	1	1	15		0	0	4	4	0	0	0	0	6	5	3
Birmingham	Belleview Academy	J. L. Brittain		1	1	54	50										20	15
Do	South Highland Academy	Joel L. Du Bose	Nonsect	3	0	47	0	0	0	26	0	9	0	3	0	4	12	0
Brewton	Brewton Collegiate Institute	Bernard Awtrey	Nonsect	1	2	40	55	0	0							4	12	10
Buena Vista	High School*	Claude Hardy		1	1	30	28	0	0	18	15	6	8				12	10
Castleberry	do	J. E. Cheatham	Nonsect	1	1	16	22	0	0							0	12	15
Centreville	Male and Female College	J. D. Cooper	Nonsect	1	2	35	27	0	0	15	10	14	10		0	11	7	6
Demopolis	Marengo Female Institute	J. W. Beeson, A. M.	Nonsect	0	2	0	55	0	0	0	0	0	25		0	2	0	0
Do	Marengo Military Academy	A. G. Irons	Nonsect	1	0	10	0	0	0								0	0
Fayette C. H.	Male and Female Institute*	M. B. Du Bose	Nonsect	0	1	5	12			3	2	1	0				0	0
Flint	High School	M. D. Houk	Nonsect	1	1	17	21	0	0								15	11
Flomaton	do	J. W. Agnew	Nonsect	1	1	8	10	0	0								0	0
Fort Deposit	Bethel Academy*	J. M. McIver	Bapt	1	1	16	20	0	0								15	11
Gaylesville	High School	S. L. Russell	Nonsect	2	1	20	15	0	0	0	0	0	0			0	0	0
Greensboro	Female College	D. P. Christenberry, president.	Nonsect	0	2	0	60										0	0
Greenville	South Alabama Female Institute	Jos. M. Dill	Bapt	1	3	0	54	0	0	0	28	0	26	0	6	6	24	0

Healing Springs	The Industrial Academy	Rev. J. H. Hamberlin, A. M.	Bapt.																
Hillsboro*	Preparatory School*	Henry T. Lile	Nonsect	0		20	10	0	0	8	2							10	11
Leighton	Male and Female Academy*	C. W. Smalling	Nonsect			20	20	0	0	10	15	0	0	0	4	4	10	19	19
Lineville	Lineville College*	E. J. Garrison, president	Nonsect	2	0	25	10											31	23
Livingston	Military Academy	James W. A. Wright	Nonsect		0	24	0	0	0	8	0	2	0					40	0
Marion	Military Institute*	James T. Murfee, LL D	Nonsect	5	0	140	0	0	0	0	0							10	0
Mobile	Evangelical Lutheran School	Wm. Weinbach	Ev Luth	2	0	14	8	0	0							7		6	7
Do	St. Mary's School	Sisters of Charity	R C		3	0	18	0	0	0	0	0	0	0	6	0		42	0
Do	Towle's Institute for Boys	Amos Towle	Nonsect	2	0	26	0	0	0	12	0	15	0	3	0	7	1	0	0
Montgomery	University School*	J. M Starke	Nonsect	2	0	40	0	0	0	20	0	0	0	1	0	0	22	0	0
Opelika	Opelika Seminary*	D. M. Banks	Nonsect		2	0	70	0	0	0	30	0	0	0	13	12	28	31	30
Perdue Hill	High School	W. A. George	Nonsect			30	10	0	0	0	2	1	0					30	20
Pine Apple	Moore Academy	G. R. Ellis	Nonsect			40	42	0	0	25	30							15	16
Roanoke	Normal College*	Geo. W. Stevens, A M., president.			5	100	117									6	60	60	112
Rockford	Male and Female High School	B. A. J. Hall	Nonsect			18	10	0	0									50	28
Salitpa	Salitpa Academy*	E. W Coleman	Meth			4	6	0	0	4	6			4	5	9	56	34	0
Spring Garden	Spring Garden Institute.	W. Frank Harwell, A. M.			0	4	4	0	0	2	0	0	0	2	0	0	36	22	0
Springville	Springville Institute*	M. M. Russell	Nonsect		2	49	27	0	0									27	14
Stevenson	Wm and Emma Austin College*	M W Gross.	Nonsect	0	3	40	50	0	0	7	15	0	0	0	0		40	30	30
Talladega	Talladega College	Martin Lovering		5	1	15	17	15	17	10	5			0	0	6	50	30	30
Tuscumbia	Deshla Female Institute*	S. P Rice	Nonsect		2	0	28			0	28	0	0	0	0	0	0	17	0
Tuskaloosa	University High School	W H Verner	Nonsect		0	55	0			30	0	10	0	10	0	10	5	0	0
Tuskegee	Alabama Military Academy*	Wm. D. Fonville	Nonsect		0	64	0	0	0	16	0	44	0	3	0	3	17	0	0
ARKANSAS.																			
Barren Fork	Mount Pleasant Academy	W. E. Randle			0	25	0	0	0							0	8	15	0
Belleville	Belleville Academy*	J. G. Smythe	M. E. So		0	18	30	0	0								62	56	0
Berryville	Clarke's Academy	Isaac A Clarke				54	31	0	0	10	5	15	10			10	35	66	31
Fordyce	Conference Training School	Granville Goodloe, A. M.	Meth	2	0	51	30	0	0	21	19	30	30	1	0	1	19	31	0
Hamburg	High School*	R. E. Rankin	Nonsect	1		12	16	0	0	10	10			0	0	0	60	22	0
Huntsville	High School	Jesse Bird		0		26	28	0	0	4	9	0	0	0	0	0	11	13	61
Little Rock	Arkansas Female College*	Miss MyraC Warner	Nonsect	0	2	0	25	0	0	0	2	0	2	0	0	2	0	61	0
Marianna	Male and Female Institute	T. A. Futrall, A. M		2	0	15	25			10	15	4	8	0	0	0	25	30	0
Monticello	Hinemon's University School	John H. Hinemon	Nonsect	2	0	25	45	0	0	5	8	1	0	0	7	7	0	0	0
Ozark	Franklin Female College	Miss Grace Venable		0	4	0	37	0	0	0	37			0	0	0	0	0	0
Paragould	Thompson's Classical Institute*	R. S. Thompson		1	0	25	10	0	0	12	4	0	0	0	0	0	0	0	0
Tea Ridge	Mount Vernon College	John R. Roberts	Christian	3	0	70	50	0	0							5	30	20	0
Quitman	Male and Female College	Rev. O. H. Tucker, president	M E So	2	2	50	46	0	0								20	28	0
Rogers	Rogers Academy	J. W. Scroggs	Cong	3	4	45	53	0	0	5	5	6	0	3	2	5	43	47	0
Searcy	The Searcy College	M. M. Lemmond	Nonsect	6	0	150	0	0	0							8	40	0	0
Spielerville	Subiaco College	Rev. Luke Hess. O. S. B.	R.C		0	3	0	0	0	0	0	0	0	0	0	0	10	0	0
CALIFORNIA.																			
Belmont	Belmont School	W. T. Reid	Nonsect	5	1	42	0	0	0	24	0	18	0	11	0	11	38	0	0
Berkeley	Boone's University School	Philips R. Boone		3	0	30	0			2	0	20	0	12	0	12	0	0	0
Do	Bowen's Academy	Thomas S. Bowens, M. A	Nonsect	3	0	27	0	0	0	14	0	18	0	11	0	11	4	0	0
Do	Miss Head's School	Miss Anna Head	Epis			2	0	0	0	0		2	8	0	2	2	8	0	0
Do	Peralca Hall	Homer B. Sprague				0	25												

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891–'92*—Continued.

Post-office.	Name.	Principal	Religious denomination.	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
CALIFORNIA—continued.																		
Berkeley	St. Joseph's Presentation Convent.	Presentation Nuns	R. C	2	3	29	30	0	0	0	0	0	0	0	6	2	30	70
Bishop	Inyo Academy	Wm. G. Dixon	M. E	1	2	13	15	0	0	4	6	.....	.....	1	2	3	6	12
Chico	Chico Academy	Rev. J M Woodman	Nonsect	1	1	7	7	0	0	0	0	1	0	1	0	1	11	10
Claremont	Pomona College and Preparatory School.	Prof. Edwin C. Norton	Cong	3	1	35	22	0	0	15	6	5	0	10	7	17	19	8
Eureka	Academy and Business College	Niel S. Phelps, A. M		2	2	24	15	0	0	.....	.....	10	5	1	0	17	15	13
Do	St. Joseph's Institute	Sisters of Mercy	R. C	0	2	0	16	0	0	.....	.....	.....	.....	.....	.....	.....	15	40
Healdsburg	Healdsburg College	William C Grainger, president.	7th-day Ad.	7	0	46	38	.....	.....	.....	.....	.....	.....	.....	.....	9	46	35
Lakeport	Lakeport Academy	John Overholser	Nonsect	1	2	24	26	0	0	3	2	2	0	0	0	0	9	0
Livermore	Livermore College	J. D. Livermore		2	0	10	0	0	0	0	0	.....	.....	0	1	4	13	0
Marysville	College of Notre Dame	Sister Marie Alenie	R. C	2	4	0	12	0	0	0	0	0	12	0	0	0	0	8
Merced	Merced Academy	Albert McCalla	Presb	2	0	21	18	0	0	2	0	1	0	0	0	0	0	0
Napa	Oak Mound School	F O Mower	Nonsect	1	1	35	0	0	0	0	0	15	0	1	0	0	30	0
Oakland	Convent of our Lady of the Sacred Heart.	Mother Mary Elizabeth	R. C	0	4	0	33	0	0	.....	.....	.....	.....	0	0	0	0	65
Do	Field Seminary	Mrs. M B Hyde	Nonsect	3	10	0	100	.....	.....	0	0	.....	.....	0	1	0	0	0
Do	Hopkins Academy	W. W. Anderson	Cong	2	3	62	80	.....	.....	25	30	.....	.....	0	0	0	0	0
Oakland (964 Eighteenth st.)	Miss Horton's School	Miss Sarah W. Horton	Nonsect	0	3	19	30	0	0	12	30	.....	.....	0	0	0	0	16

Oakland (580 Hobart st.)	St. Francis de Sales School	Sister M. Celestine	R. C.	0	2	0	15	0	0	0	0	0	0			0	0	170
Oakland	Snell Seminary	Miss Mary E. Snell, R. D. Snell		3	7	0	30	0	0	0	0	0	4	0	2	15	0	45
Pasadena	Classical School for Boys	Stephen C. Clarke, A. B	Nonsect	4	0	16	0	0	0	6	0	4	0	1	0	1	12	0
Red Bluff	Academy of Our Lady of Mercy.	Sister Mary Frances	R. C	0	2	0	50										20	250
Redlands	Bellevue Academy*	Horace A Brown, LL. B.	Nonsect	1		25	17	0	0	0	2	4	0	2	0	2	8	45
Rio Vista	St. Gertrude's Academy		R. C	0	4	0	27	0	0	2	0	0	0	2	10	5	25	75
Sacramento	Sacramento Institute*	Brother Bosonis	R. C	5	0	72	0			5	0			4	0	4	146	0
San Bernardino	Academy and Business College*	D B. Sturgis		2		20	11	0	0	8	3			0	0	3	10	1
San Diego	Southwest Institute.	Misses Way and Kinney		0	4	1	23	0	0	0	0	0	0	0	0	5	11	45
San Francisco	College of Notre Dame*	Sister Aloyse of the Cross	R. C	0	4	0	40			0	40							200
Do	Irving Institute	Edward B Church	P. E		6	0	70	0	0					0	0	7	0	280
Do	Miss Lake's School for Girls	Miss Mary Lake	Nonsect	6	16	0	160	0	0	0	0	0	0	0	6	10	0	400
Do	Oxford House	William W Gascoque	Nonsect	3	0	12	0	0	0	3	0	0	0	0	0	0	9	0
Do	Presentation Convent	St. Mary Josephine	R. C	0	12	0	25	0	0	0	0	0	0	0	1	1	250	125
San Francisco (Eddy and Lardin sts.).	Sacred Heart College	Brother Genebern	R. C	10	0	200	0	0	0	75	0	95	0	26	0	26	300	0
San Francisco	St. Bridget's School	Sister M. Maurice	R. C	4	0	0	25									6	175	250
Do	St. Joseph's Grammar School	George Albert	R. C	2	0	60	0									2	450	0
Do	St. Vincent's School	Sister M. Vincent	R. C	0	2	0	25							0	6	5	0	500
San Francisco (1534 Mission st.).	Trinity School	Dr. E. B Spalding	Epis	8		56	0					25	0	4	0	7	12	0
San Francisco (1017 Hyde st.)	Urban School	Nathan W. Moore	Nonsect	6	0	33	0	0	0	5	0	15	0	4	0	5	47	0
San Francisco (1222 Pine st.).	Van Ness Seminary	S. H Willey	Nonsect	0	7	0	46									10	0	24
San Francisco (2014 Van Ness ave.).	Miss West's School for Girls	Miss Mary B. West	Nonsect			0	62	0	0	0	4	0	0	0	1		3	48
San Jose	College Notre Dame	Sister Superior		1	6	0	45	0	0	0	45	0		0	5	6	0	63
Do	St. Joseph's College	Rev. B. Calzia, S. J	R. C	3	0	94	0	0	0	94	0			0	0	0	32	0
San Mateo	St. Matthew's School	Rev. A. L Brewer, D. D.	P. E	6	1	60	0			8	0	12	0	1	0	1	25	0
San Rafael	Technical School	Octavius Bates, F. R. G. S., director.	Nonsect	4	0	30	0	0	0	0	0	20	0	4	0	4		
Santa Clara	Academy of Our Lady of Angels.	Sister Mary Beatrix	R. C	0	4	0	18	0	0	0	0	0	0	0	0	0	0	180
Santa Cruz	School of the Holy Cross	Sister Marie	R. C	0	6	0	16										0	196
Santa Rosa	Ursuline Academy	Sister Agatha	R. C	0	2	0	8	0	0								0	32
Vallejo	The Irma School for Girls.	John M Chase (Rev.)	Nonsect	0	6	0	24	0	0	3	0	4	0	0	0	0	0	6
Do	St. Vincent's Convent School	Sister Mary Agnes Cahill	R. C	0	2	0	16	0	0	0	0	0	0	0	0	2	0	135
West Oakland	St. Joseph's Institute*	Sister F Xavier, directress.	R. C	0	2	0	25	0	4	0	25	0	0	0	0	0	30	300
Woodland	Holy Rosary Academy	Mother M. Lucretia	R. C	0	2	0	20	0	0	0	0	0	0	0	1	1	30	60
COLORADO.																		
Cañon City	Mount St. Scholastica's Academy	Sister Mary Rose	R. C	0	3	0	20			0	15	0	15	0	0	0	0	40
Denver	College of the Sacred Heart	J. Marra, S. J	R. C	15	0	110	0	0	0	23	0	0	0	4	0	4	24	0
Denver (Box 1185)	Jarvis Hall, St. John's College		P. E	7	0	60	0	0	0	4	0	8	0	2	0	4	30	0
Denver	Wolfe Hall	Miss Anna L. Wolcott	P. E	3	14	0	105			0	10	0	10	0	5	8	0	114
Longmont	Longmont Academy	Rev Geo. T Crissman, D. D	Presb	1		26	14							1	0	4		
Trinidad	St Joseph Academy	Rev. S Personé, S. J	R. C	0		10	15	0	0								30	90
Do	Tillotson Academy	Henry Evarts Gordon	Cong			75	124							0	0	3	5	15

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office.	Name.	Principal	Religious denomination.	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
CONNECTICUT.																		
Baltic	Academy of the Holy Family	Sister M. Carine	R. C	0	5	0	20							0	3		0	20
Black Hall	School for Boys	Chas. J. Bartlett		1	0	25	0	0	0	14	0	10	0	4	0	8	7	0
Bridgeport	Hillside Seminary	Anne J. Stone, M. S. Hopson		0	6	0	30							0	1		0	30
Bridgeport (176 Park ave.)	Park Avenue Institute	Seth B. Jones, A. M	Nonsect	2	1	32	0	0	0	8	0	12	0	5	0		32	0
Cheshire	Episcopal Academy of Connecticut.*	Rev. S. J. Horton, D. D.	P. E	5	0	60	0	0	0	12	0	8	0	6	0	12	0	0
Colchester	Bacon University	James R. Tucker, A. B	Nonsect	1	1	26	23	0	0	3	2	1	0	0	1	3	0	0
Danbury	Mrs. Burke's Private Day School	Mrs. Susan Burke		0	2	0	30										0	0
Darien	Elmwood School	Miss Myra J. Davis	Nonsect	1	1	17	0	0	0	3	4	7	0				0	0
Fairfield	Fairfield Academy	Francis H. Brewer		1	1	14	2			4	0					1	10	0
Glastonbury	Free Academy	J. H. Hutchins	Nonsect	1	1	14	19	0	0								22	15
Hamden	Rectory School*	Rev. Haynes L. Everest, M. A.	P. E	2	0	25	0	0	0	1	0	6	0	0	0	0	16	0
Hartford (1804 Asylum ave.).	Woodside Seminary	Miss Sara J. Smith	Epis	1	4	0	30										0	0
Mystic	Mystic Valley English and Classical Institute	John K. Buckiyn, A. M., LL. D., president.		2	1	19	10	0	0	4	1	2	0	0	1	1	5	2
New Canaan	New Canaan Institute.	Mrs. E. F. Ayres	Nonsect	0	2	6	9	0	0	2	1						5	5
New Haven (186 Sherman ave.).	Elderage School	Misses Bangs	Meth	1	4	0	15	0	0	0	0	0	0			4	1	5
New Haven	Hopkins Grammar School*	George L. Fox		4	2	78	0	2	0	22	0	24	0	22	0	22	22	0
New Haven (97 Whitney ave.).	Miss Johnstone's School	Miss M. S. Johnstone	Nonsect	1	2	0	15	0	0	0	11	0	2	0	0	0	0	0

New Haven	New Grammar School	Joseph Gile		1	0	25	0	0	0	10	0	5	0	0	0	0	25	0
New Haven (57 Elm st.).	School of Miss Orton and Miss Nichols.	Emily R. Nichols, Rebecca Orton.	Epis	1	7	0	60	0	0	0	6	0	0				0	50
New London	Bulkeley School	Walter A. Towne	Nonsect	3	0	72	0	0	0	36	0	25	0	3	0	14	0	0
New Preston	Upson Seminary	Rev Henry Upson	Cong	2	0	12	4	0	0	3	0	2	0	1	0	5	4	1
Newtown	Newtown Academy	Pennington E Cliff		1	0	15	15	0	0	4	4			2	0	4	13	24
Norfolk	The Robbins School	Howard W Carter	Nonsect	2	2	25	12	0	0	10	4	4	0	1	0	3	0	0
Norwalk	Miss Baird s Institute	Miss Cornelia F Baird	Epis	0	3	0	22									3	0	34
Do	Young Ladies Seminary*	Mrs. Melville E. Mead	Nonsect	0	2	0	12			0	0	0	4	0	1			
Norwich	Free Academy	Robert P Keep	Nonsect	6	4	120	140	2	2	10	5	4	1	14	6	4	0	0
Simsbury	McLean Seminary	J B. McLean	Nonsect	2	5	0	51	0	0	0	11	0	4	0	2	1	0	6
Southport	Seaside Seminary	Miss Augusta A Smith	Nonsect	0	1	0	16	0	0	0	0	0	0			2	0	12
Stamford	School for Boys	Hiram U King	Nonsect	8	0	52	0	0	0	35	0	16	0	11	0	18	40	0
Waterbury	Convent of the Immaculate Conception	Sister St Mary		0	8	0	90									4	0	55
Westport	Staples High School	Henry S Pratt		1	2	12	23			0	0	1	0	0	0	4	20	23
Wilton	Wilton Academy	Edward Olmstead		1	0	10	5	0	0								5	0
Do	Wilton Boarding Academy	Augustus Whitlock		1	0	15	0	0	0	0	0	0	0			0	15	0
Do	Wilton Boarding School	Charles W Whitlock	Nonsect	2	0	35	0	0	0	10	0	6	0	0	0	0	12	0
Windsor	Young Ladies' Institute*	Miss J S Williams	Nonsect	0	3	0	15			0	2	0	7				0	15
Woodbury	Parker Academy	Edgar H Grout		1	1	6	0	0	0	1	3	4	0	3	3	0	9	15
Woodstock	Woodstock Academy	E. R Hall	Nonsect	1	2	33	15	0	0	4	4	3	0	0	0	0	10	6
DELAWARE.																		
Dover	Wilmington Conference Academy	W. L. Gooding	Meth	4	3	70	70	0	0	6	0	6	1			4	20	15
Milford	Classical School	W Stevens	Nonsect	1	1	16	14										0	5
Newark	Newark Academy and Delaware Normal School.*	L I Handy	Nonsect	1	3	25	22	0	0					1	2	6	22	16
Wilmington	Friends School	Isaac T. Johnson	Friends	4	2	38	47	0	0	2	2	4	0	4	2	0	114	33
DISTRICT OF COLUMBIA																		
Georgetown	The Linthicum Institute	E. B Hay	Nonsect	3	0	60	0										40	0
Washington (1312 Mass. ave.).	Academy of the Holy Cross	Mother M. Augusta	R C	0	5	0	75									5	0	100
Washington	Academy of the Visitation	Mother M Augustine Dyer	R C	0	2	0	50										0	78
Washington (631 Seventh st.).	Arlington Academy	Hulton Macafee, A. M., M D.	Nonsect	3	0	20	0	0	0	6	0	11	0					
Washington (1335 H st. NW.).	Columbian College Preparatory School.	A P. Montague, PH. D	Nonsect	10	0	87	0	0	0	80	0	22	0	28	0	35	15	0
Washington (914 Fourteenth st. N W.).	Emerson Institute*	Chas B Young	Nonsect	5	0	75	0			25	0	15	0	12	0	13	25	0
Washington (1100 M. st.)	Mount Vernon Seminary	Mrs. Elizabeth J. Somers	Nonsect	4	14	0	144	0	0			0	0	0	0	12	0	33
Washington	Norwood Female Institute	Mr and Mrs Wm. D Cabell		6	12	0	70	0	0							5	0	52
Washington (601 East Capitol st.).	St. Cecilia's Academy	Sister M. Aquina	R C	0	3	0	21	0	0							0	33	119

*Statistics of 1891–'92.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office.	Name.	Principal	Religious denomination	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade	
						Secondary.		Colored.		Preparing for college.								
										Classical course		Scientific course						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
DISTRICT OF COLUMBIA—continued.																		
Washington	St. John's College	Brother Fabrician	R. C	2	0	120	0	0	0	120	0	0	0	...	...	...	25	0
Do	West End Seminary	Miss Faust	Nonsect	0	2	8	8	....	..	.	....	....	....	....	..	.....	0	2
FLORIDA.																		
Crystal River	Normal Park	Mrs. L. A Bennett	Nonsect	0	1	4	4	....	....	....	....	....	....	....	....	....	1	1
Gainesville	Miss Tebeau's Boarding and Day School	Miss Tebeau	Epis	0	3	0	45	....	....	....	....	....	....	....	....	1	0	23
Jacksonville	Cookman College	Rev. Sam'l B. Darnell, D. D		1	3	19	18	19	18	19	18	0	0	10	5	10	210	231
Jasper	Normal Institute	J. W Guilliams	Nonsect	4	3	20	15	0	0	5	0	5	0	...	....	....	40	39
Key West	Convent of Mary Immaculate	Sr. M Delphine Superior	R C	0	3	0	60	....	....	....	....	....	....	....	....	....	0	225
Live Oak	Florida Institute*	Rev. H B Lawrence	Bapt	1	1	4	3	4	3	0	0	4	3	....	....	....	31	37
Orlando	Abbott School	Mrs C. A. Abbott	Nonsect	1	1	3	4	0	0	....	....	....	....	....	....	....	10	14
San Antonio	Holy Name Academy	Mother Dolorasa, O S B	R. C	0	3	0	38	0	0	3	0	0	1	....	....	....	0	46
St. Leo	St. Leo Military College	Rev Father Charles, O S B	R C	5	0	31	0	....	....	5	0	3	0	-	....	....	10	0
Tampa	Convent of the Holy Names	Sister M. Theophila, supt	R. C	0	1	0	24	0	0	.....	.....	.....	.....	0	0	0	0	24
GEORGIA.																		
Athens	Home School for Young Ladies	Miss C. Sosonwski	.....	0	1	0	35	....	....	....	....	.....	.....	....	....	.....	0	35
Atlanta	Baptist Seminary	Rev. George Sale	Bapt	1	0	117	0	117	0	....	....	....	....	....	....	....	41	0
Do	The Gordon School	W. E. Meagley, A M	.....	1	0	48	0	....	....	18	0	14	0	....	....	....	0	0

Do	Spelman Seminary	Miss Harriet E. Giles	Bapt	0	2	0	68	0	68							12	0	782
Do	Washington Seminary	Mrs William T. Chandler and J B Downing.		1	5	0	68	0	0	0	0	0	0	0	0	12	4	30
Do	West End Academy	E. C Merry	Nonsect		0	25	25	0	0	13	20	5	0	4	6	10	75	75
Augusta	Academy of Richmond County	Charles H Withrow			0	70	0			0	0	0	0	15	0	15	36	0
Do	St. Mary's Academy *	Mother Jane Frances	R C	0		0	44	0	0	0	0	0	0	0	0	8	9	210
Avalon	Avalon Martin High School *	John Nathaniel Holder	Non-sect			14	5	0	0	4	3	0	0				41	22
Bairdstown	Bairdstown Academy	P M Cheney				24	22	0	0								10	15
Barnesville	Gordon Institute *	J M Pound		3	6	140	150									17	36	34
Blakely	Blakely Institute *	A. W Lane	Nonsect		0	13	16	0	0	5	3	1	0			3	70	77
Boston	Boston Institute	Wm B. Fambrough, A M	Nonsect		0	23	30										18	15
Butler	Male and Female College	Sam. F Garlington, president	Nonsect	2	3	32	35	0	0	1		0	0	0	0	0		
Cartersville	West End Institute	Mrs J W Harris, sr	Nonsect	0	4	15	40	0	0					2	2	7	15	20
Cave Spring	Cherokee Wesleyan Institute	Mrs O V Murphy, W S. Stevens	M E So	1	1	5	7	0	0	0	0	0	0	0	0	0	11	9
Do	Hearn Female Seminary	P J King, A. B	Bapt	1	1	3	30	0	0	1	15	4	3	0	0	0	14	30
Cedar Grove	St. Mary's Institute	J Y. Wood	Nonsect	1	2	33	12			4	3	6	2	5	3	19	18	9
Cochran	Ebenezer College *	W. B Sents	Bapt	2	4	28	30			0	0	0	0	0	0	0	30	24
Crawford	Crawford Academy	N E W Stokely	Nonsect	2	2	46	31	0	0	1	2	1	0	0	0	0	7	9
Decatur	Agnes Scott Institute	Miss Nannette Hopkins	Presb	0	13	0	269	0	0	0	0	0	0	0	0	0	0	0
Dixie	Dixie Academy	J O Culpepper, A. B	Nonsect		0	16	20	0	0	3	9		0		2		6	7
Doyle	School for Boys and Girls	J M Collum	Nonsect		0	9	10	0	0	0	2		0	0	0	0	28	27
Eastman	Eastman Academy	R G Strolyier	Nonsect			30	68	0	0	10	19				5	6	31	29
Ellaville	High School	B K. Scott	Nonsect			45	42	0	0	13	8	3	5	8	5	16	13	17
Ellijay	Ellijay Seminary	Rev J E Tallant, A. M	M E So				6	0	0	3	0	8	4	0	0	0	95	63
Fairburn	High School	R L. Paine				50	49			13	15						20	23
Greensboro	Thomas Stocks Institute *	J L. Caldwell	Nonsect			28	28			16	8	2	0				34	40
Hamilton	West Georgia Agricultural and Mechanical College *	J H C Gardner, A M, PH D.		2	3	37	34	0	0	16	0	12	14	0	0	0	41	40
Hephzibah	High School	C H S Jackson, A. M	Bapt	0	2	70	69			8	20	20	0				27	30
Hollonville	Planters' High School *	J B Mathews	Nonsect	0	1	9	5	0	0			0	0	0	0	0	34	42
Irwinton	Talmage Institute	William L. Abbott, A B		1	0	16	16	0	0	2	3		2		0	2	40	34
Jefferson	Martin Institute *	S. P Orr president	Nonsect	2	2	55	56	0	0	29	50	0	0	0	5	8	44	61
Jeffersonville	Auburn Institute	J E McRee president	Nonsect	2	4	12	18	0	0	4	2		30	5	6	11	18	17
Jug Tavern	High School	N A Moss	Nonsect	1	2	25	18	0	0	5	6		2				40	35
Macon	The Alexander School	Morgan L. Parker	Nonsect	1	1	25	25	0	0	10	20			3	2	11	25	25
Marietta	Male Academy *	S V Sanford	Nonsect	2	1	15	0	0	0	6	0	8	0	0	0	0	26	0
Marshallville	High School	J. W. Frederick	Nonsect	0	1	25	25	0	0	10	12		0	4	5	12	30	30
Maysville	Maysville Institute	H L. Brock	Nonsect	1	1		11	0	0	2	5	0	0	1	1	3	44	43
Monroe	Johnston Institute	John Gibson, A B	Nonsect	1	1		20	0	0	12	29		0	0	0	0	71	73
Montezuma	Spalding Seminary	Miss Oreola Cheves	Nonsect	0	1	6	7	0	0	1	1		0	0	0	0	15	19
Mount Zion	Mount Zion Seminary	W D Stevenson	M. E	1	0	18	15			1	0	7	4				60	40
Newman	Walker High School	Daniel Walker		1	0	23	19	0	0					3	4		25	14
Norcross	High School and Collegiate Institute	T. R Edwards		1	1	8	7	0	0			4	5	0	0	0	58	75
Patesville	Patesville Academy	Thos. J McArthur	Nonsect	1	0	4	2										30	20
Penfield	Mercer High School	John W McWhorter	Bapt	1	0	15	10	0	0	6	3	2	1	4	1	5	22	15
Reidsville	Reidsville Academy	J. H. Swindell	Nonsect	1	1	9	10	0	0	7	5	0	0	0	1	1	16	20
Rutledge	Male and Female High School	A. J. Burrass, A. M	Nonsect	1	2	60	55	0	0	3	3	3	3				10	15

Statistics of 1890-'91.

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						Secondary		Colored		Preparing for college								
										Classical course		Scientific course.						
				Male	Female	Male	Female	Male	Female	Male	Female	Male	Female.	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
GEORGIA—cont'd.																		
Savannah	Oglethorpe Seminary	Miss Mary S. Young	Nonsect	0	2	0	15	0	0	0	0	0	0	0	0	1	0	18
Do	Savannah Academy	John Taliaferro	Nonsect	2	0	38	0	0	0	20	0	7	0	1	0	1	5	0
Senoia	Excelsior High School	W. H. Searcy	Bapt				32				3			1	3	4	49	31
Sharpsburg	Sharpsburg Academy	J. K. Searcy	Bapt		0	5	7										15	23
Shellman	Shellman Institute	C. E. Grubbs	Nonsect			39	22			3	0			4	4	8	13	15
Smithville	High School	G. M. Patterson				25	25	0	0			0	0				10	16
Stellaville	High School*	J. W. Dennington				37	40	0	0	10	3	2	2	0	0	0	20	24
Stillesboro	Stillesboro Academy	J. H. Sanders		2	2	15	19	0	0	10	3			2	2	4	40	29
Stockbridge	High School*	Mrs. S. G. Hightower		0	2	10	14	0	0	0					13	13	20	26
Sumach	Sumach Seminary	C. H. Humphreys	Nonsect	1	1	44	13	0	0		0	13	7	0	0	0	100	24
Thomaston	R. E. Lee Institute*	G. F. Oliphant		2	2	43	65			22	18			3	13	16	68	70
Tunnell Hill	Tunnell Hill Seminary	Rev. H. G. King		1	2	29	60			10		3	6				30	37
Waco	High School	C. O. Stubbs	M. E	2	0	9	11	0	0	0	0	0	0	0	0	0	28	16
Washington	St. Joseph's Academy	Mother St. John	R. C	1	1	0	48							0		7	0	13
Waynesboro	Waynesboro Academy	J. C. Bass and J. B. Cash		1	0	0	45	0	0	0	0	0	0	0	0	0	0	28
Whigham	High School	Prof. C. C. Lowe	Nonsect	1	0	26	24	0	0	5	5	0	0				22	10
White Plains	Dawson Institute	J. E. Purks		1	1	18	24					0	0	1	3		15	22
Winterville	Winterville Academy	Geo. Atkisson		1	0	6	10	0	0		0			1	3		16	20
Young Harris	Young L. G. Harris College	Rev. C. C. Spence	Meth	2	3	123	60									4	54	28
Zebulon	Jeff. Davis Institute*	W. P. Thomas	Nonsect	2	3	29	15	0	0	3		2	1	0	0	0	28	30
ILLINOIS.																		
Aledo	Aledo Academy	Jno. D. Gardner	Nonsect	2	2	25	24	0	1	5	1	3	0	0	3	3	0	0

Alton (719 E. Fourth st.)	Academy of the Holy Family	Mother Theresa Gillespie	R. C	0	8	0	40	0	0	0	7	0	7	0	3		0	30
Aurora	Jennings Seminary	Rev. C. C. Lovejoy, A. M.	M. E	3	2	25	31	0	0	9	8	10	20	3	3	8	39	64
Bunker Hill	Bunker Hill Academy	Rev. S. L. Stiver, A.B., A.M.		1	1	8	5	0	0	5	4	5	4	2	1	5	25	10
Bushnell	Western Normal College and Commercial Institute.	W. M. Evans	Nonsect	8	6	345	344	0	0							15	0	0
Chicago (2141 Calumet ave.)	Dearborn Seminary	Mrs. J. F. Purington		0	9	0	75	0	0	0	5	0	0	0	8		0	25
Chicago (Wabash ave. and Thirty-fifth st.)	De La Salle Institute	Brother Adjutor	R. C	14	0	200	0										0	50
Chicago (479-481 Dearborn ave.).	Girls' Collegiate School	Miss Rebecca S. Rice, Miss M. E. Beedy.	Nonsect	0	7	0	45	0	0	0	3	0	10	0	4	7	14	54
Chicago (247-249 Dearborn ave.).	Grant Collegiate Institute	Miss Mary A. Mineah	Nonsect	0	10	0	75	0	0	0	0	0	0	0	4	5	10	25
Chicago (2101 Indiana ave.)	The Harvard School	J. J. Schobinger, John C. Grant.		8	1	100	0			50	0	25	0	12	0		50	0
Chicago (5000 Lake ave.)	Kenwood Institute	Miss H. E. Starrett, Miss A. E. Butts.		0	5	0	85			0	12			0	12	20	0	40
Chicago (38 Scott st.).	Kirkland School	Miss Elizabeth S. Kirkland.		0	6	0	53	0	0	0	0	0	0	0	0	4	55	108
Chicago (2535 Prairie ave.).	The Loring School	Mrs. Stella D. Loring, Miss M. L. Loring	Nonsect	0	2	0	64			0	5						25	23
ILLINOIS.																		
Chicago	St. Francis Xavier's Academy	Sister Mary Genevieve	R. C	0	2	0	50	0	0	0	5	0	15	0	12	6	0	200
Chicago (No. 222 Ashland Boulevard).	St. Margaret's School	Miss Virginia Sayre	Epis	0		0	48	0	0	0	0	0	5	0	1	4	10	12
Dakota	College of Northern Illinois	Rev. H. L. Beam, president	Reformed	2		22	0			4	1						0	0
Fairfield	Hayward Collegiate Institute	G. P. Wadsworth president.		4	4	91	13			2	1	6	0	1	1	18	0	0
Geneseo	Collegiate Institute	Rev. N. W. Thornton	Presb	—	2	66	46			11	1	3	1				0	0
Godfrey	Monticello Female Seminary	Miss Harriet N. Haskell		0		0	50							0	0	14	0	0
Greenville	Greenville College	A. G. Smith, president	Meth	2	5	25	31									2	0	4
Highland Park	Northwestern Military Academy	Col. H. P. Davidson	Nonsect	6	0	46	0			4	0	10	0	1	0	3	0	0
Jacksonville	Whipple Academy	Jos. R. Harker, A. M.	Nonsect	8	0	101	0	1	0	24	0	40	0	14	0	2	25	0
Joliet	St. Francis Academy	Sister M. Stanislas Droesler	R. C	0	2	0	0	0	0	0	0	0	0	0	0	2	0	32
Kankakee	St. Joseph's Seminary	Sister St. Zephyrine	R. C	0	7	0	217	0	0					0	0	0	0	90
Knoxville	St. Alban's School	A. H. Noyes, B. A.	Epis	5	0	51	0	0	0	5	0	6	0	2	0	12		0
Longwood	Our Lady of the Sacred Heart	M. Pacifica	R. C	0	5	0	52									3	0	52
Loxa	Lee's Academy	G. W. Lee		1	0	15	18				0	2	1	0	0	0		1
Mount Morris	Mount Morris College	J. G. Royer, president	Ger. Bapt	3	3	200	73	0	0	4	0	4	2	10	1		66	63
Onargo	Grand Prairie Seminary	Rev. Sam'l Van Pelt, A. M., D. D.	M. E	0	2	14	125	1	0	0	0	0	0				0	0
Ottawa	St. Francis Xavier's Academy.	Sisters of Mercy	R. C	0	4	0	100	0	0	0	0	0	0	0	0	2	35	75
Paxton	Rice Collegiate Institute	R. H. H. Blome	Cong	2	2	17	16							1	2	3	5	6
Port Byron	Port Byron Academy	S. L. Unger	Cong	3	2		15	0	0	4	1	0	4	3	1	4	0	0
Springfield	Bettie Stuart Institute	Mrs. A. M. Brooks	Presb	0	2	0	64	0	0							5	15	11
Do	St. Agatha's School	Miss D. Murdoch	P. E			0	21	0	0	0	1	0	0	0	1	2	3	20
Toulon	Toulon Academy	M. H. Frank	Nonsect			12	20	0	0					0	1		17	7
Woodstock	Todd Seminary for Boys	Rev. R. K. Todd	Nonsect	3		13	0	0	0	0	0	0	0				10	0

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office.	Name	Principal	Religious denomination.	Secondary instructors		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary		Colored		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male	Female.	Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
INDIANA.																		
Bloomingdale	Friends' Bloomingdale Academy	Andrew F. Mitchell	Friends	1	2	31	17	0	0					2	5	7	28	36
Fairmount	Fairmount Academy and Normal School	Elwood O Ellis	Friends	3	3	62	55	1	1	1	3	6	0			8	43	45
Fort Wayne	Westminster Seminary for Young Ladies.	Miss C B. Sharp, Mrs. D B Wells.	Presb	1	14	5	107									9	8	35
Indianapolis (788 W. Delaware st.).	Classical School for Boys	L. R. Baugher	Nonsect	2	0	22	0	0	0					1	0	1	6	0
Indianapolis	Classical School for Girls	Theodore L. Sewall, May Wright Sewall.	Nonsect	3	11	0	107	0	0					0	0	13	0	80
Do	St. Mary's Hall	Rev George E. and Mrs. Swan	Epis	1	4	0	40	0	0							4	0	56
Michigan City	Barker Hall	Dr Samuel W. Murphy	Epis	1	2	30	15			12	4			1	2	3	5	10
Plainfield	Central Academy	George W White	Friends	1	2	30	33	0	0							6	10	7
Lonsellaer	St. Joseph's Indian Normal School	Andrew Gietl	R C	2	0	29	0	0	0	6	0	0	0	4	0	0	36	0
Rushville	Academy and Musical Institute	David Graham		2	1	11	6			3	5			0	2	10	33	17
St Marys	St. Mary's Academic Institute	Sisters of Providence	R C	0	2	0	54	0	0					0	0	10	0	10
Salem	Elkoso Academy	S W Phillips	Nonsect	1	0	7	9	0	0	0	0	0	0	0	0	0	4	2
Spiceland	Spiceland Academy	J. F Brown	Friends	2	1	43	34	0	0	0	0	0	0	2	2	9	20	24
Terre Haute	St. Joseph's Academy	Sisters of Providence	R C	2	5	16	16	0	0	7	16							
Westfield	Union High School	A. V. Hodgin		1	1	39	40	1	0	12	0	48	0			6		
INDIAN TERRITORY.																		
Bacone	Indian University	A. C. Bacone, A. M	Bapt	3	4	57	28	0	0	3	0					2	31	11

Nelson	Spencer Academy	W M Caldwell, Supt	Presb	1	0	30	0	0	0	0	0	20	0	1	0	2	50	0	
Oak Lodge	New Hope Female Seminary	Dr A Griffith	M E	1	2	0	19	0	0	0	0	0	0	0	0	0	0	74	
Tahlequah	Cherokee Academy	Walter P King	Bapt	1	1	55	11												
Vinita	Worcester Academy	John McCarthy	Cong	2	1	12	18	0	0	3	1	0	0	1			75	95	
Wheelock	Wheelock Seminary	R. C. Rote	Presb	1	1	0	11	0	0	0	0	3	2	0	0	0	0	52	
IOWA.																			
Ackworth	Ackworth Academy *	H. C. Carter	Friends	1	1	6	11	0	0	1	1			1		2	0	0	
Birmingham	Birmingham Academy	J W Wolf	Nonsect	1	0	9	5	0	0	2	1	1	3	0	0	0	10	8	
Boone	Sacred Heart School	Sister Mary Modesta	R C	0												0	40	47	
Corning	Corning Academy	Rev T D Ewing, D. D	Presb	2	0		27	0	0	9	3	5	2	4	2	0	0	0	
Davenport	Kemper Hall	William K. Berry, D. D.	P E	5	0	48	0	0	0	2	0	3	0				0	0	
Do	St. Ambrose College	Rev J. T. A Flannagan	R C	4	0	35	0	0	0	0	0	0	0	20	0		40	0	
Do	St. Katharine's Hall	Miss E A Rice, A. B	P E	0	7	0	50			0	6					8	0	42	
Decorah	Decorah Institute	J Breckenridge				45											215	170	
Denmark	Denmark Academy	J F Morse	Cong		2	27	27	0	0	2	2	0	0	2	0	3	0	0	
Dubuque	St. Joseph's College	Rev M Cooney, president	R C	5	0	54	0	0	0	9	0	0	0				17	0	
Do	Young Ladies School	Miss Harriet H Horr	Nonsect	0	1	0		0	0	0	0	0	0	0	0	0	0	6	
Emmetsburg	St. Mary's College	Sisters of Charity	R C	0	1	4	6										81	115	
Epworth	Epworth Seminary *	W S Lewis, B S	M E	2	4	82	5			9	3	12	8	7	3	14	28	32	
Hartland	Hartland Academy	H Etta McCarroll	Nonsect	0	1	17				3				3	3	7	15	16	
Hull	Educational Institute	W W Cook, A M	Cong	2	2	36	35	0	0	1	3	0	0	3	0	4	4	6	
Iowa City	Iowa City Academy	R S Gales, A M	Nonsect	5	5	175	120	0	0	1		18	17	20	13	35	0	0	
Do	St. Agatha's Seminary *	Sister Mary Dominica		1	2	30	20	0	0	2	0	0	6	2	6	8	55	28	
Iowa Falls	Ellsworth College	C W. and M H. Lyon	Nonsect	3	6	70	125			5	5	2	3	0	0	15	5	10	
Le Grand	Christian College	Rev D M. Helfinstine, president	Christian	3	1	9	5	0	0	6	2	0	0	0	0	0	34	20	
Do	Friends' Academy	J H Hadley	Friends	1	2	20	20	0	0	3		4	0	4	1	5	7	5	
McGregor	St. Mary's Academy *	Rev Chas. M Carroll, D. D.	R C	1	2	14	20	0	0	0	0	0	0	0	0	0	30	40	
New Providence	New Providence Academy	Chas Newby	Friends	2	1	27	23	0	0	0	0	0		0	0	8	6	7	
Newton	Hazel Dell Academy	G W. Wormley	Nonsect	1	1	7	5	0	0							7	62	62	
Orange City	Northwestern Classical Academy	Rev James F Zwemer, A M.	Reformed	5	0	56	21	0	0	50	5	6	0	10	0	16	0	0	
Osage	Cedar Valley Seminary	Alonzo Abernethy, PH. D	Bapt	4	3	86	39	0	0	12	3			6	2	11	64	36	
St. Ansgar	Seminary and Institute	K. Lokensgard	Luth	4	1	25	10									5	97	50	
Springdale	Springdale Seminary	Morris Evans		1	1	18	24	0	0	2	3	3	4	2	3	13	35	40	
Vinton	Tilford Collegiate Academy	T. F. Tobin		4	4	83	136											12	
Washington	Washington Academy *	S E. McKee	Nonsect	2	2	70	73	0	0	0	0	0	0	0	0	13	0	0	
Waukon	St Patrick's Presentation Convent.	Mother M. Presentation	R C	0		5	12	0	0	1	0				4	5	35	40	
KANSAS.																			
Atchison	Latin School	Carlton A. Foote		1			5	0	0	2	4	2	0		4		0	0	
Eureka	Southern Kansas Academy	Rev. E G. Lancaster, A. M.	Cong	3		30	38	0	0	6		0	0	2	4	7	13	0	
Glen Elder	Grellett Academy	J W. Marshall	Friends	1	0	12		0	0	0	0		1	0	0	0	23	37	
Hesper	Hesper Academy	Theodore Reynolds	Friends	1		11	9		0	0	0	2	0	2	0		5	5	
Hiawatha	Hiawatha Academy	J Edw. Banta	Nonsect	2	3	55	61	0		3		4	10	5	8	17	5	5	
Larned	Poole College	F R. Poole	Nonsect	2	1	30	13	0	0			2	0	14	7	12	4	3	
Lincoln	Kansas Christian College	Rev. E. Cameron	Christian	2	2	30	31	1	0	3	5	15	12			6	5	5	

*Statistics of 1890-'91.

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						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
KANSAS—cont'd.																		
McPherson	McPherson College and Industrial Institute.	S. Z. Sharp, LL. D		9	4	176	128	0	0	3	0	16	7	3	3	6	0	0
Morrill	Morrill College	E. B. Hutchins	Bapt	2	0	6	4	0	0	4	1	0	0	0	1	2	28	37
North Branch	North Branch Academy	Henry H. Townshend, B. S	Friends	1	1	42	39	0	0					0	0	2	2	1
Osage Mission	St. Ann's Academy	Mother Mary Catharine	R. C	0	8	0	30	0	0	0	0	0	0	0	0	1	0	40
Salina	Episcopal Military Institute (St. John's School).	Walter M. Jay, head-master	P. E	8	0	38	0	0	0	8	0	22	0	0	0	0	20	0
Tonganoxie	Friends' Academy	O. E. Dixon	Friends	1	0	10	0	0	0	3	1	2	1	3	1	6	30	25
Washington	do	H. C. Fellows and W. C. Pidgeon.	Friends	2	0	30	25	0	0	1	0	1	1	1	0	1	40	40
Wichita	Lewis Academy	J. M. Naylor	Presb	2	5	80	49			16	2			2	5	15	73	66
KENTUCKY.																		
Bremen	Bremen College and Perryman Institute.	I. C. M. Elenberger, B. S	Meth	2	1	7	6	0	0	0	0	0	0	0	0	0	33	21
Burksville	Alexander College	James P. McMillan, D. D	Presb	1	1	3	7	0	0	3	6	0	0	0	0	0	12	16
Cadiz	High School	H. O. Snow		2	2	27	31	0	0	3	0	3	4	1	0	1	10	10
Cecilian	Cecilian College	H. A. Cecil, pres	R. C	6	0	80	0	0	0	10	0			12	0	0	250	300
Covington (30 Fifth st.)	Academy Notre Dame	Sister Mary Hermine	R. C	0	8	0	15	0	0	0	0	0	0	0	0	0	0	0
Covington (330 Garrard st.)	Institute of Learning	Dr. Alois Schmidt	Nonsect	2	0	9	13	0	0	0	0	0	0	0	3		3	4

Covington	Rugby School	K. J. Morris	Nonsect	1	0	7	0	0	0	3	0	4	04				14	0
Crofton	Crofton Academy	C. B. Pittman		1	1	6	7	0	0	4	3	3	3	2	5	10	13	
Cynthiana	Smith's Classical School	N. F. Smith		1	3	35	30	0	0	20	5	0	0				25	10
Fulton	Carr Institute	W. A. Goodwin	Nonsect	1	0	12	28	0	0					0	0	0	40	30
Gethsemane	School of the Abbey of Gethsemane	Rev. Brother Cyprian	R. C	7	0	103	0	0	0	15	0	0	0	4	0	9	0	0
Greenville	Ladies' College and College for Young Men	Mrs. Sarah T. Hall	Meth	1	3	12	28	0	0	4	0	1	0	1	0	3	9	13
Hampton	Hampton Academy*	J. N. Robinson	Nonsect	2	1	25	30	0	0	3	2	6	3	1	0	1	8	7
Harrodsburg	Harrodsburg Academy	J. H. Strickling	Chris	1	3	45	50	0	0	15	5	12	8	4	2		15	26
Hartford	College and Business Institute*	Wayland Alexander, president.		3	0	67	59	0	0	5	3	56	56	11	3	14	37	74
Henderson	Female Seminary	Miss Sue Starling Towles		1	7		32	0	0	0	3	0	0	0	6		0	24
Do	High School	Miss Ruth Priest		1	3	57	50							6	11	12	0	0
Hickman	Hickman College	W. E. Lumley, PH. D	Nonsect	12	5	30	25	0	0							2	120	140
La Grange	Funk Seminary	Jno. W. Selph	Nonsect	2	2	42	31	0	0	5	3	13	7	2	2	6	52	52
Lawrenceburg	Birdwhistell Academy	J. M. B. Birdwhistle	Nonsect	1	0	0				4	6						5	5
Lewisburg	High School	H. W. Davis	Nonsect	1	0		8	0	0	0	0	0	0	0	0	0	13	13
Lexington	St. Catharine's Academy	Sister Superior	R. C	0	3		30	0	0	0	0	0	0	0	0	0	30	12
Louisville	Kentucky Home School	Miss Belle S. Peers	P. E	0	4	0	40									3	0	74
Do	Presentation Academy*	Sister Sophia	R. C	0		0	28	0	0	0	4						8	14
Do	Training School for Boys	H. K. Taylor	Nonsect	0		52				6	0	10	1	2	0		0	0
Maysville	Hayswood Female Seminary	Rev. J. S. Hays, D. D	Nonsect		5	0	25	0	0	0	0	0	0				0	23
Mount Sterling	Goodwin's Male High School	M. J. Goodwin			0	25	0	0	0	25	0	0	0	6	0	0	0	0
Do	Harris Institute*	Mrs. L. L. Harris	Nonsect				18	0	0	2	2					3	18	32
Do	Kentucky Training School	C. W. Fowler	Nonsect	3	0	48	0	0	0	0		0	0	0	0	0	10	5
Nazareth	Literary and Benevolent Institution	Mother Helena Torney	R. C	0	4		60	0	0							6	0	55
Owingsville	Bath Seminary	R. J. Babbitt	Nonsect			20	20			3	3	2	3				30	30
Paris	Garth Female Institute	Miss Kate Edgar	Nonsect	0	2	0											0	28
Do	Private School	W. L. Yerkes	Nonsect		0	35	0	0	0	10	0			5	0		0	0
Do	Select School	Miss M. S. Tipton	Nonsect	0	2	0	20	0	0			0	15				0	15
Pikeville	Collegiate Institute	Rev. David Blythe	Presb			10		0	0					0	0	0	62	40
Princeton	Collegiate Institute	Herman H. Allen, D. D	Presb		6	27	29	0	0	0	0	0	0	0	0	9	9	13
Providence	Male and Female Academy*	W. S. Coleman	Nonsect		2	75	70	0	0							0	0	0
Russellville	Miss Sevier's School	Miss Elizabeth Sevier		0			9										3	0
St. Joseph	St. Joseph Academy	Sister M. Leandera	R. C	0	4	0	35	0	0	0	20	0	15	0	3	3	0	25
Sharpsburg	Male and Female Academy	Mrs. Fannie B. Talbot	Nonsect	0	3	15	29	0	0	0	0	0	0	0	1	1	55	49
Shelbyville	Sampson-Scearce Academy	G. S. Scearce		2	0	70	0	0	0	7	0	16	0	0	0		0	0
Do	Science Hill School	W. T. Poynter	M. E. So.		6	0	52	0	0	3	8	0	13	0	4	4	24	78
Sturgis	High School	C. B. Hatfield	Nonsect			18	7	0	0	1	0	20	0	0	0	0	3	2
Taylorsville	Spencer Institute	Rev. G. C. Overstreet	Presb		2	13	10	0	0	7	0	0	0	0	0	0	12	14
Vanceburg	Riverside Seminary	Lawrence Rolfe	Nonsect	1	2	21	17							1	2	3	10	13
Versailles	Rose Hill Seminary	Mrs. G. B. Crenshaw	Nonsect	0		2	25									10	23	25
LOUISIANA.																		
Arcadia	E. A. Seminary and Arcadia College	R. A. Smith		2	2	33	27	0	0	6	8		0	5	7	6	39	51
Baton Rouge	St. Mary's School	L. F. Smith	Epis	0	3	0	16	0	0	0	0	0	4	0	1	5	0	10
Bellevue	Bellevue Academy	R. B. Howell	Nonsect	1	0	16	4	0	0	2	0						2	9

*Statistics of 1890-'91.

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						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
LOUISIANA—cont'd.																		
Coushatta	Male and Female College *	Geo. W Fisher, A. M., prest.	Nonsect	2	1	31	27	0	0								31	24
Grand Coteau	Sacred Heart Academy	Madame M Fesser	R. C	0	7	0	37	0	0	0	0	0	0	0	0	3	0	0
Jackson	Millwood Female Institute	Miss M McCulmont	Meth	0	2	0	40	0	0							4	10	30
Mount Lebanon	Mount Lebanon College	W C Robinson	Bapt	2	2	31	38	0	0	12	9	9	7	0	2	12	21	15
New Iberia	Faanacht Graded Institute	Miss M L Faanacht	Nonsect	0	3	3	11			0	14					1	0	35
Do	Rectory School	Rev C C Kramer	Epis	2	1	3	6										6	5
New Orleans (165 Erato st.)	Barnes' Select School *	Miss Mary T Barnes	Nonsect	0	1	12	2	0	0	1	1						2	5
New Orleans (223 Colliseum st.).	Carnatz Institute	Miss Levine De Varenne	Nonsect	0	3	0	30	0	0	0	20	0	10			4	0	30
New Orleans (189 N. Rampart st.).	Columbian Institute	Miss H. Fitz Gerald	R. C	1	5	6	26	0	0					0	4			
New Orleans (429 Carondolet st.).	"Dykers' Institute"	H. V. Dykers	Christian	0	3	0	25									4	0	28
New Orleans	English and Classical School	T. W. Dyer	Nonsect	3	3	56	0	0	0					6	0	6	42	0
New Orleans (44 Camp st.).	Home Institute	Miss Sophie B. Wright	Nonsect	2	18	0	121	0	0	0	15	0	0			18	0	50
New Orleans	Leche's Graded Institute *	Amedeus S. Leche	Nonsect	4	0	100	0	0	0	10	0	15	0	2	0	13	277	0
New Orleans (276 Esplanade st.).	Markey-Picard Institute	Miss Mary C Markey and Miss Aline Picard.	R. C	0	4	0	40										25	25
New Orleans (Third district).	St. Isidore's College	Rev P. J O Connell, C. S. C.	R. C	2	0	32	0	0	0	0	0	0	0	4	0		40	0
New Orleans	St. Joseph's Convent	Rev. Mother Colette	R. C	0	10	0	140	0	0	0	15	0	20			7	0	35

New Orleans (109 Esplanade st.).	St. Joseph's Institute, English and French Academy	Mrs. L. A. Fortier	Nonsect	0	3	0	40	0	0	5	10	0	10	5	10	10	0	10
New Orleans (226 Coliseum st.).	Select School for Boys	L. C. Ferrell		4	0	65	0	0	0	55	0	10	0				0	0
New Orleans (216 Coliseum st.).	Southern Academic Institute	Mrs. J. E. Seamen	Nonsect	1	3	0	30	0	0					0	2	6	30	40
Opelousas	Academy of the Immaculate Conception.	Sister M. of St. Albina	R. C	0	2	0	29	0	0	0	0	0	9	0	0	0	0	3
Do	Female Institute	Mrs. M. M. Hayes	Nonsect	0	2	5	50	0	0								10	15
Plaquemine	Academy of St. Basil	Sister M. of St. Veronica.	R. C	0	1	0	40			0	20	0	50	0	0	0	0	70
Thibodeaux	Thibodeaux College	Brother Suarez	R. C	2	0	43	0	0	0	0	0	0	0			0	22	5
Washington	Mount Carmel Convent	Mother Hyacinthe	R. C	0	2	0	14	0	0	0	0	0	0	0	0	0	0	35
Winsted	Gilbert Academy and Agricultural College.	W. D. Goodman, prest.; L. D. Gilbert, vice-prest.	Nonsect	2	0	4	2	4	2	4	0	0	5		4	6	102	91
MAINE.																		
Athens	Somerset Academy	F. W. C. Wiggin		2	2	62	26	0	0	2	4			0	0	14	0	0
Bethel	Gould Academy	A. D. Hall		2	2	36	54	0	0	1	0	0	0		0	3	0	0
Bucksport	East Maine Conference Seminary.	Rev. A. F. Chase, PH. D.	M. E	5	4	167	123	0	0	29		4	0	6	3	56	0	0
Charleston	Higgins Classical Institute	C. C. Richardson	Bapt	4	3	46	31	0	0	10	3	0	0	1	0	1	0	0
Cumberland Center	Greely Institute	Fairfield Whitney		2	1	31	36	0	0	3	1	2	0	0	1		10	10
Deering	St. Joseph's Academy	Mother M. Teresa	R. C	0	3	0	38	0	0	0	0	0	0	0	0	5	0	30
Dresden Mills	Bridge Academy	Geo. C. Sheldon	Nonsect	0	1	50	10	0	0	10	0	2	0		0	4	0	0
East Machias	Washington Academy	Ivory H. Robinson			1	28	37	0	0	7	4	2	0			0	0	0
Farmington	Abbott Family School	A. H. Abbott	Nonsect	3	2	25	0			5	0	4	0		0	4	0	0
Foxcroft	Foxcroft Academy	E. L. Sampson	Nonsect		2	50	60			6	4			3	1	9	0	0
Fryeburg	Fryeburg Academy	J. Edward Dinsmore, A. M.	Nonsect	2	5	43	46	0	0	17	4	4	0	6	0	10	0	0
Gray	Pennell Institute*	G. H. Larabee			2	23	32	0	0					1	2	7	12	12
Hampden	Hampden Academy	Walton W. Poore, A. B.	Nonsect		1	16	15			6	1			0	0	3	36	30
Houlton	Ricker Classical Institute	Arthur M. Thomas	Baptist	3	2	45	60	0	0	20	3	0	0	2	0	13	8	10
Lee	Normal Academy	William E. Kinney			2	15	14	0	0					2	0		0	0
Lewiston	Nichols Latin School*	Ivory F. Frisbee	Free Bapt			40	8	0	0	40	0			14	0	24	0	0
Limington	Limington Academy	Wm. G. Lord			2	37	30	0	0	10	2	0	0	2	0	8	0	0
Monson	Monson Academy*	C. E. B. Libby, A. M.	Nonsect			20	28	0	0	4	0	5	3	1	0	8	0	0
New Castle	Lincoln Academy	Henry K. White, A. M.	Nonsect		3	70	66	0	0	16		5	0	1	0	21	0	0
North Bridgton	Bridgton Academy	Llewellyn Barton	Nonsect	1	4	63	95	0	0	8	10	5	0	7	0	24	20	15
Pittsfield	Maine Central Institute	O. H. Drake	Free Bapt	3	3	150	128			30				6	4	15	0	0
Saco	Thornton Academy	Edwin P. Sampson, A. M.		3	3	71	91	0	0	20	16	3	3	2	2	27	0	0
South Berwick	Berwick Academy	Geo. A. Dickey	Nonsect	2		28	28	0	0	2		3	2	2	1	6	0	0
South China	Erskine School	W. J. Thompson	Nonsect			32	53	0	0	0		0	0	0	0	4	0	0
Waterford	Douglass Seminary	Miss H. E. Douglass	Nonsect	0	5	0	29	0	0	0	0	0	0	0	0	5	0	0
Waterville	Coburn Classical Institute	J. H. Hanson, LL. D.	Bapt	2	2	52	58	0	0	37	13	0	0	16	3	27	0	0
Wilton	Wilton Academy	T. R. Croswell	Nonsect	1	3	42	56	0	0	19	11	1	0	3	3	14	0	0
MARYLAND.																		
Ammendale	Normal Institute	Brother Romwald	R. C	3	0	41	0	0	0							9	0	0
Baltimore (corner of Cathedral and Preston sts.).	The Bryn Mawr Preparatory School for Girls.	Mrs. Mary N. Colvin	Nonsect	0	12	0	2			0	3	0	100	0	2	2	0	0

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools, for 1891-'92*—Continued.

Post-office.	Name.	Principal.	Religious denomination.	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored.		Preparing for college								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MARYLAND—continued.																		
Baltimore (Cathedral and Mulberry sts.)	Calvert Hall Institute	Brother Leonard	R. C.	7	0	67	0	0	0	54	0	0	0	8	0	20	214	0
Baltimore (Highland Park)	Epiphany Apostolic College	D. Manley	R. C.	8	0	66	0	6	0	....	....	....	....	5	0	5	0	0
Baltimore (1005 McCulloh st.)	Friends Elementary and High School.*	Eli M. Lamb	Friend	6	6	50	63	0	0	7	9	....	....	2	2	6	74	54
Baltimore (St. Paul and Fourth st.)	Girls Latin School*	W. H. Shelley	M. E. So.	6	7	0	250	0	0	....	....	....	....	0	0	....	0	0
Baltimore (608 W Eutaw sts.)	Gymnasium School*	Edward Deichmann	Nonsect.	6	0	78	0	0	0	78	0	....	....	18	0	18	56	0
Baltimore (16 Mount Vernon Place).	Mount Vernon Institute*	Mrs. Julia R. Tutwiler and Mrs. Anne C. Rust.	Nonsect.	0	7	0	30	0	0	0	2	0	0	0	2	4	0	10
Baltimore (851 North Eutaw st.).	School for Boys	George G. Carey, A. M.	....	5	0	53	0	0	0	..	....	....	....	5	0	....	0	0
Baltimore (710-712 Madison ave.).	University School for Boys*	W. S. Marston	Nonsect.	7	0	102	0	0	0	18	0	4	0	23	0	23	0	0
Baltimore (909 Cathedral st.).	Wilford School for Girls	Mrs. Caroline Bullock	Presb.	0	8	0	60	0	0	0	4	0	10	0	2	....	20	0
Brookeville	Brookeville Academy	I. D. Warfield, A. M.	....	2	2	15	7	0	0	2	0	2	0	....	....	....	12	2
Burkettsville	Seminary for Young Ladies	J. J. Shenk, A. M.	Luth.	2	2	15	26	0	0	0	0	0	0	0	0	0	7	4

Elkton	Elkton Academy	Geo. R. Steele															
Frederick	Frederick College	Lucian S. Tilton		2	0	23	0	0	0	16	0	1	0	3	0	5	48	0
Hagerstown	Kee Mar College	Rev C. L. Keedy, A. M		4	11	0	102								7		0	0
McDonogh	McDonogh Institute	Duncan C. Lyle		5	0	40	3	0	0	0	0	2	0	2	0	5	70	0
North East	Northeast Classical Institute	Miss Alice E. Miller	Presb	0	1	0											5	10
Poolesville	Brierley Hall	Mrs. Wm. A. Gassaway	Nonsect.	0	0	0	45									5		
Reisterstown	The Hannah More Academy	Rev. Arthur J. Rich, A. M., M. D.	P. E.	0	6	0	3	0	0	0	3	0	0	0	10	10	0	25
Rockville	Rockville Academy	V. P. Mason		3	0	54	0									0	0	0
St. George	St. George's Hall for Boys	James C. Kinear	Epis.	3	0	33	0			3	0	4	0	3	0		0	0
Sykesville	Springfield Institute	Mr. and Mrs. John C. Weems	Nonsect.	1	3	10	9	0	0	0	1	0	0	0	0	0	2	3
Union Bridge	High School	Miss Mattie M. Miller	Nonsect.	0	1	10	12	0	0	1	1	0	1	0	0	0	2	0
Unionville	Linganore Academy and Normal Institute	G. Clinton Hanna	Nonsect.	2	0	31	10	0	0	5	0	3	0	0	0	0	19	4
Walkersville	Collegiate Institute	Chas. V. Smith	Nonsect.	1	0	5	0	0	0	0	0	0	0				1	4
MASSACHUSETTS.																		
Amherst (St. Pleasant st.)	Home School for Girls	Mrs. R. G. Williams	Cong.	1	3	0	15	0	0	0	3	0	0	0	2	2	0	1
Amherst	Mount Pleasant Institute	Wm. K. Nash, A. M.	Nonsect.	2	0	11	0	0	0	10	0	2	0	2	0	2		0
Andover	Abbott Academy	Miss Philena McKeen		3	8	0	95	0	0							2		
Do	Phillips Academy	Cecil F. P. Bancroft	Nonsect.	14	0	440	0	6	0	256	0	184	0	67	0	95	0	0
Do	Punchard Free School	Frank O. Baldwin	Nonsect.	1	3	40	65	1	0	5		2	0			3	0	0
Ashburnham	Cushing Academy	Henry S. Cowell	Nonsect.	5	5	99	120	0	0	30	5	10	0	5	2	31	0	0
Auburndale	Wellesley Preparatory School	Miss Delia T. Smith	Nonsect.	0	5	0	21	0	0	0	3	0	18	0	2	0	0	0
Bernardston	Powers Institute	Clarence L. Mitchell	Nonsect.	1	1	28	45	0	0	0	2	0	0	0	0		4	0
Billerica	Howe School	Samuel Tucker	Nonsect.	1	1	24	33	0	0	2	0	0	0	0	0	0	0	0
Do	Mitchell's Boys' School	M. C. Mitchell	Nonsect.	4	0	36	0			2	0	10	0				4	0
Boston (Berkley st.)	Academy of Notre Dame	Sister Mary Bernardine	R. C.	0	4	0	45	0	0	0	0	0	0			8	0	25
Boston (5 Chester square)	Academy of the Sacred Heart	Madame Adelaide Greegan	R. C.	0	5	0	30	0	0	0	0	0	0	0	0	0	0	40
Boston (Berkley and Boylston sts.)	Berkley School*	Taylor, De Meritte and Hagar.	Nonsect.	3	2	56	14	0	0	15	8	10	0	5	1	16	43	12
Boston (5 Otis Place)	Hale's Private School for Boys	Albert Hale			0	45	0	0	0	30	0	12	0	3	0	8	0	0
Boston (112 Newbury st.)	Misses Hubbard's School for Girls	Miss Mary L. Hubbard	Nonsect.			0	18							0	0	6	0	4
Boston (68 Chester Square)	Miss Ireland's School	Miss Catherine L. Ireland		3	8	0	40	0	0	0	5	0	0	0	2		0	0
Boston (20 Boylston Place)	Private Classical School*	J. P. Hopkinson			0	38	0	0	0	137	0	1	0	18	0	9	0	0
Boston (121 Marlborough st.)	Mrs. and Miss Wesselhoeft's Home and Day School for Girls	Mrs. Selma Wesselhoeft	Nonsect.			0	28	0	0	0	0	0	0	0	0	15	0	10
Bradford	Bradford Academy	Miss Annie E. Johnson and Miss Ida C. Allen.	Nonsect.	0	12	0	162	0	0	0	0	0	0	0	0	21	0	8

*Statistics of 1890–'91

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891–'92*—Continued.

Post-office	Name.	Principal	Religious denomination	Secondary instructors		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary		Colored		Preparing for college								
										Classical course		Scientific course.						
				Male.	Female	Male	Female.	Male	Female.	Male.	Female.	Male.	Female.	Male	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MASSACHUSETTS—continued.																		
Bradford	Carleton School for Young Men and Boys.*	Isaac Newton Carleton	Cong.	2	0	15	0	0	0	2	0						0	0
Brimfield	Hitchcock Free High School	J. M. Russel	Nonsect.	2	3	57	28			6	0	3	5	2	2	6	28	14
Cambridge (20 Mason st.).	The Cambridge School	Arthur Gilman, M. A., director	Nonsect.	2	2	0	60	0	0	0	40	0	0	0	0	10	0	20
Cambridgeport (13 Appian Way).	Day and Family School for Boys	Joshua Kendall	Nonsect.	2	2	15	0	0	0	9	0	4	0				5	0
Cambridge (13 Buckingham st.).	Private School for Boys and Girls.	Miss Katherine V. Smith	Nonsect.	1	4	19	9	0	0	11	7	8	0			0	10	3
Concord	Home School	James S. Garland	Nonsect.	3	3	17	0	0	0	15	0	2	0	1	0	1	0	0
Conway	Family School	Mrs. H. D. Perry	Nonsect.	0	2	0	18	0	0	0	3	0	15	0	11	11	0	3
Danvers	The Willard Home School	Mrs. H. M. Merrill	Nonsect.	0	6	0	10	0	0	0	3	0	3	0	0	0	0	0
Dorchester	Shawmut School	Miss Ella C. Ives		0	4	0	12	0	0	0	3	0	0	0	4	0	0	0
Duxbury	Partridge Academy	Thos. H. H. Knight	Nonsect.	1	1	20	22	0	0	0	0	0	0	0	0	11	0	0
Do	Powder Point School	Frederick B. Knapp	Nonsect.	4	0	0	0	0	0	2	0	0	0	1	0	2	0	0
Easthampton	Williston Seminary	Rev. Wm. Gallaher, PH. D.	Nonsect.	10	0	140	7	0	0	25	0	4	0	16	0	28	0	0
East Northfield	Northfield Seminary	Miss Evelyn S. Hall, M. A.	Nonsect.	0	14	0	198	0	0	0	0	0	0	0	12	22	0	12
Everett	Home School	Mrs. A. P. Potter	Bapt.	2	2	20	20	0	0	0	0	15	4	0	0	0	0	0
Franklin	Dean Academy	L. L. Burrington	Univ.	6	2	60	60	0	0	14	0	0	0	0	0	0	0	0
Great Barrington	Housatonic Hall	Miss Warren and Mrs. Thrall	Nonsect.	2	2	20	20	0	0	4	0	0	0	0	0	0	0	0
Do	Sedgwick Institute*	E. J. Van-Lennep	Nonsect.	2	2	20	20	0	0	4	0	0	0	0	0	0	0	0

Greenfield	Prospect Hill School for Young Women.	James C. Parsons	Nonsect	2	0	0	27	0	0	0	6	0	0	0	2		0	2
Groton	Groton School	Rev. Endicott Peabody	Epis	9	0	85	0	0	0					12	0	12	0	0
Do	Lawrence Academy	Alfred O. Tower	Nonsect	1	3	16			0		0			3	0	6	0	0
Hadley	Hopkins Academy	Elmer Case	Nonsect	1	2	39	35		0		6	3	0	0	1	8	0	0
Hanover	Hanover Academy	Miss Evangeline Hathaway		0	1	0					0	0	0	0	0	0	11	11
Harvard	Bromfield School	Miss Lilla N. Frost		0	1		7			0	1	2	0	0	1	3	0	0
Hatfield	Smith Academy	Sanford L. Cutler	Cong	1	1	9	21	0	0		2	0	0	0	0	4	10	13
Hingham	Derby Academy	George Herbert Chittenden	Nonsect	1	1	8	19		0	0	1	0	0	0	1	6	10	13
Marion	The Tabor Academy*	Clark P. Howland	Nonsect	3	4	55	35	0	0	5	17	2	2	0	0	4	0	0
Middleboro	Eaton School	Amos H. Eaton	Nonsect	1	1	24		0	0	0	0	2	0	1	0		10	10
Milton	Milton Academy	Harrison O. Apthorp	Nonsect	6	2	46	21	0	0					3	0	8	22	22
Monson	Monson Academy	Dana M. Dustan	Nonsect	2	2	46	65		0	20	5	4	0	5	0	13	0	0
Mount Hermon	Mount Hermon School	Henry F. Cutler		8	7	241	0	0	0		0	103	0	11	0	25	168	0
Nantucket	Admiral Sir Isaac Coffin's Lancasterian School	E. B. Fox	Nonsect	1	2	20	19	0	0		0	2	0	0	1	6	5	6
Natick	The Home School	Mrs. A. P. Potter	Nonsect	0	3	3	9	0	0	0	3	1	3	0	6	6	1	4
New Bedford	Friends' Academy	Thomas H. Eckfeldt		1	4	30	37	0	0	10	4	3	0	0	0	9		
New Salem	New Salem Academy	Herman W. Denham	Nonsect	1	0	15	15	0	0	1	1	0	0	0	0	0	0	0
Newton	Mr. Cutler's Preparatory School	Edward H. Cutler	Nonsect	1	2	21	4	0	0	14	2	6	0	5	0	14	12	12
Norfolk	Higher Grade School	Miss A. E. Hitchcock		0	1	4	13	0	0	0	0	0	0	0	0	6	0	4
Northampton	The Mary A. Burnham School for Girls.	B. T. Capen	Nonsect	4	14	0	125	0	0	0	7	0	5	0	20	20	0	0
Norton	Wheaton Female Seminary	Miss A. Ellen Stanton		3	9	0	89		0	0	0						0	0
Plymouth	Home School for Boys	F. A. Knapp	Nonsect	2	1	7	3		0	3	1	2	0	0		4	3	12
Roxbury	Notre Dame Academy	Sister Aloyse	R. C.	0	5	0	23	0	0	0	0	0	0			0	0	12
Shelburne Falls	Arms Academy	Frederic A. Tupper	Nonsect	2	3	46	55	0	0	2	8	1	0				0	0
Sherborn	Sawin Academy and Dowse High School	Eben Williams		1	1	6	11		0					0	2	8	12	6
Southboro'	St. Mark's School	William E. Peck		8	0	108	0		0	20	0	18	0	7	0		0	0
South Braintree	Thayer Academy	J. B. Sewall	Nonsect	6	1	33	73	0	0	8	15	8	4	8	0	14	8	0
South Byfield	Dummer Academy	John W. Perkins	Nonsect	1	0	27	0			25	0	2	0	3	0	5	0	0
South Lancaster	South Lancaster Academy*	G. W. Cavinese, A. M.	7th-day Ad	3	4	20	50			12	0	15	5	3	3	5	18	12
Springfield	The Elms	Miss Charlotte W. Porter	Nonsect	1	8	0	94	0	0	3	14	0	8				3	0
Do	Preparatory School for College*	Henry L. Coar	Nonsect	1	0	9	0	0	0	2	0	1	0	1	0	1	0	0
Springfield (182 Central st.)	School for Girls	John McDuffie	Nonsect	3	5	0	55		0	0	1	0	0	0	1	0	0	15
Taunton	Bristol Academy	William F. Palmer, A. M.	Nonsect			61	33	0	0	20	4	16	3	6	0	7	8	12
Waltham	New Church School	Benjamin Worcester		3	3	10	19							2	1	0	20	11
Wellesley	Dana Hall School	Miss Julia A. Eastman	Nonsect	0	13	0	100	0	0	0	16	0	13	0	22	20	0	0
West Bridgewater	Howard Seminary	H. M. Willard, A. M.	Nonsect	2		0	45	0	0	0	4	0	5	0	4	15	0	0
Westford	Westford Academy	William E. Frost	Nonsect			30	32	0	0	1	1	4	8	1	1	4	5	5
West Newton	English and Classical School	Nathaniel T. Allen	Nonsect		6	48	12	0	1	10	2	24	2	3	2		20	20
Wilbraham	Wesleyan Academy	George M. Steele, LL. D.	M. E.			136	90	3	1	25	3	10	6	11	3	25	20	10
Winchendon	Murdock School	Frank M. Collester	Nonsect			54	58	0	0	10	2	8	8	4	3	25	23	12
Worcester (66 West st.)	Private School for Boys	John W. Dalzell	Nonsect	3	2	29	0	0	0	20	0	4	0	9	0	14	7	0
Worcester	Highland Military Academy	Joseph A. Shaw, A. M.	Epis	7	0	30	0			2	0	4	0	4	0	11	14	0
Do	Worcester Academy	D. W. Abercrombie, A. M.	Bapt	11	1	205	0	1	0	80	0	60	0	20	0	25	0	0

Statistics of 1890-'91.

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						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MICHIGAN.																		
Adrian	Raisin Valley Seminary	Robert L. Kelly, Ph. B.	Friends	2	1	47	13	0	0	.....	.....	.....	.....	.....	.....	3	3	5
Benton Harbor	Normal and Collegiate Institute.	Geo. J. Edgecumbe, A. M., Ph. D.	Nonsect	5	4	95	120	0	0	.....	.....	.....	.....	6	4	25	24	24
Detroit	Detroit School for Boys	Miss Mary Ekin Whitton	.....	3	1	24	0	.....	.....	.....	.....	.....	.....	4	0	5	16	0
Detroit (47 Adams avenue west).	Detroit Seminary	A. M. Cutcheon, H. B. Pope.	Nonsect	2	7	0	110	0	0	0	0	0	0	0	0	15	10	80
Grand Haven	Akeley Institute	Mrs. J. E. Wilkinson	Epis	1	3	0	22	0	0	0	0	0	1	0	2	5	0	30
Grand Rapids (257 East Fulton st.).	English and Classical School	Miss Eva S. Robinson	.....	0	3	11	40	0	0	2	5	0	0	0	0	0	4	10
Grand Rapids	St. Mark's Academy	Miss Augusta Wynkoop	P. E	0	2	0	15	0	0	0	0	0	0	0	0	0	7	20
Do	School for Boys	Rev. I. R. Powell	Nonsect	1	0	8	0	0	0	12	0	4	0	0	0	0	8	0
Kalamazoo	Michigan Female Seminary	Miss Kate M. Alling	Presb	0	8	0	41	0	0	0	22	0	15	0	0	0	0	0
Marquette	St. Joseph's Academy	Sister M. De Pazzi.	.....	0	3	0	40	.....	.....	.....	.....	.....	.....	0	5	5	200	220
Marshall	St. Mary's Academy	Rev. P. A. Baart, S. T. L.	R. C	0	1	4	21	0	0	0	0	0	0	0	0	3	34	40
Monroe	do	Mother Superior	R. C	0	4	0	39	0	0	.....	.....	.....	.....	0	0	3	0	138
Orchard Lake	Michigan Military Academy	Col. J. Sumner Rogers, superintendent.	Nonsect	9	0	151	0	0	0	9	0	50	0	20	0	25	16	0
Port Huron	Academy of the Sacred Heart	Sister Mary Josephine	R. C	0	3	0	40	0	0	0	0	0	0	0	0	5	120	140
Saginaw	St. Andrew's Academy	Sister Mary Matthew	R. C	0	3	0	52	.....	.....	.....	.....	.....	.....	0	0	5	70	55
Spring Arbor	Spring Arbor Seminary	Rev. H. H. Stilwell	Free Meth	4	1	11	30	.....	.....	5	0	.....	.....	2	0	5	15	16
MINNESOTA.																		
Albert Lea	Luther Academy	L. S. Swenson	Luth	1	0	73	57	0	0	.....	.....	.....	.....	.....	.....	2	.....	.....

Faribault	Bethlehem Academy	Dominican Sister	R C	6	4	0	35	0	0	0	0	0	0	0	0	0	0	40
Do	Shattuck School	Rev. James. Dobbin, D. D	P. E	13	0	102	0	0	0	9	0	45	0	9	0	21	42	9
Graceville	Convent of Our Lady of the Lake.*	Sister M. Agatha	R C	0	1	0		0	0	0	3	0	0	0	4	4	35	40
Minneapolis (1313 Fourth st.).	Minneapolis Academy	Eugene D. Holmes, M. A	Nonsect	3	2	17	31	0	0					11	2	14	33	9
Minneapolis	Stanley Hall	Miss Olive A. Evers	Nonsect	0	9	0	48										1	30
Do	Wrasman's Academy*	W W. Wrasman	Nonsect		2	20	5	0	0	20	5	0	0	6	5	11	20	10
Montevideo	Windom Institute	C W Headley	Cong	3	5	100	140	0	0	2	0				0	2	0	0
Moorhead	Hope Academy	S. A Challman	Luth	2	2	3	37	0	0	6	4	0	0	3	2	11	46	10
Owatonna	Pittsburg Academy*	James W. Ford	Bapt			62	58	0	0	3	2	5	4	5	2	19	35	23
Red Wing	Red Wing Seminary and College.	H. H Bergsland	Luth	6	0	52	0	0	0	132	0	0	0	4	0	4	0	6
Rochester	Notre Dame de Lourdes Academy	Mother M. Matilda	R C	0		0	11	0	0					0	0	0	0	42
St. Joseph	St Benedict's Academy	Sister Pino	R C	0			23	0	0								0	57
St. Paul	Baldwin Seminary	Clinton J Backus	Nonsect		6		48	0	0	1	0	4	7		3	5	15	30
Do	Barnard School for Boys	William F Hunt	Nonsect	3			0	0	0								5	0
Wasioja	Wesleyan Methodist Seminary	L J. Harrington	Wes. Meth				9	0	0	1	1						10	10
Wilder	Wilder Farm College	Eugene Rucker	Epis	3		11		0	0	0	0		4	15	10	32	171	84
Willman	Willmar Seminary	H. S. Hilleboe	Luth			18	6							3		4		
MISSISSIPPI.																		
Alto	Pleasant Hill High School	Jas. A. Jourdan	Nonsect		0	24	0	0	0								40	0
Benbell	Mississippi Normal High School	J. I. Langest	Nonsect			50	50			6	6	30	15	0	0	4	50	40
Blunsville	Fairview Male and Female College	Geo. W. Burton	Nonsect	2	0	40	20	0	0						2	3	20	30
Blue Springs	Normal College	W W. Cornelius, A. B	Nonsect	2	0	6	8	0	0	0	0	16	8				80	56
Booneville	Booneville Institute*	J. C. Bryson, B. S	Nonsect			32	28	0	0	3	5	7	0		2	7	70	80
Buena Vista	Buena Vista Normal College	Smith and McDonald				45	40	0	0	4	0						20	15
Byhalia	Kate Tucker Institute	Mrs Kate E. Tucker			2		8	0	0			2	6	0	6		20	40
Do	Waverly Institute	E. H Randle	Nonsect			20	31	0	0	2	0	2	0	0	0	0	31	44
Carrollton	Female College	G. T Leavell	Bapt			0	97									3	0	15
Cascilla	Male and Female High School*	A. M. Beauchamp	Nonsect		0		14	0	0								90	98
Chester	Normal High School	W. H. Smith	Nonsect		2	25	29	0	0			11	7				50	25
Coldwater	Coldwater Institute	A H Todd	Nonsect	1	2	20	23	0	0	6	13						26	31
Columbia	High School	W W Rivers	Nonsect	2	0	20	5	0	0	0	0	10	7	2	0	3	35	30
Deasonville	do	Richard Gildart	Nonsect	1	0		4	0	0								11	11
Delay	do	J. D. Brown	Nonsect	1	0	8	5	0	0	4	1	0	0	0	0	0	40	54
Dixon	do	Rolfe Hunt		2	1	18		0	0			1	0	0	0	0	25	25
East Fork	Mississippi Male and Female College	J J. Lee	Bapt	1	1	10	6	0	0	7	9	4	6	7	9	2	1	16
Empora	Normal School	D Harmon	Nonsect		1			0	0	0	0	12	18	0	0	2	13	4
French Camp	Central Mississippi Institute*	J A. Sanderson	Presb	2	3	0	58	0	0	0	58			0	3	0	40	50
French Camp	French Camp Academy*	Rev G A. Mecklin	Presb. So	3	0	55	0	0	0	25	0	0	0			8	35	0
Gallway	High School, Mount Erwin	J. M Grisham	Nonsect		2	10	7	0	0			6	4				40	30
Geeville	Oak Lawn High School	L. R. Burress	Nonsect		2	4	8	0	0	4	5	0	0	0	0	0	58	50
Grenada	Collegiate Institute	Thos. J. Newell, A. M	M. E. So	2	5	0	45									5	11	11
Hickory	Hickory Institute	W. I. Thames			2	21	22	0	0	1	0	2	0		0	1	30	25
Holly Springs	Bethlehem Academy	Sister Flavia	R C	0	3	0	10	0	0			0	4	0	4	4	10	20
Do	North Mississippi Presbyterian College.	Mrs. M. S. Slack	Presb	1	7	0	36							0	0	2	0	22

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office.	Name.	Principal.	Religious denomination.	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MISSISSIPPI—cont'd.																		
Houston	Mississippi Normal College	H. B. Abernethy	Nonsect	4	3	108	108	0	0	14	8	12	20	14	8	14	97	110
Iuka	Normal Institute	H. A. Dean	Nonsect	4	1	107	143	0	0	0	0	0	0	0	0	38	85	105
Kilmichael	Normal School	W. N. Lewis	Nonsect	2	1	30	35	0	0	0	0	1	0	1	0	2	25	35
Kosciusko	Male and Female Institute	Miss Ellen McNulty	Nonsect	0	2	14	18	0	0								16	14
Kossuth	High School	D. A. Hill	Nonsect	1	0	4	5	0	0	0	1	0	0	0	1	0	40	45
Liberty	Male and Female College	P. L. Marsalis	Nonsect	2	1	13	27							1	3	4	35	40
Lumberton	High School	A. L. Summer	Nonsect	1	2	15	12	0	0									
Meridian	Meridian Academy	John H. Brooks	M. E.	2	3	65	90	65	90	28	45	32	38	1	1	3	30	34
Do.	Normal College*	W. E. Johnston	Nonsect	1	1	25	20	0	0	16	10	10	10	3	5	3	40	30
Montrose	Brandon District High School	L. D. McLaurin	Meth	2	0	43	37	0	0	2	1	20	17	0	0	3	90	80
Moss Point	High School	Morrison Caldwell	Nonsect	1	1	26	24	0	0	4	3	3	3	0	0	0	30	25
Natchez	Cathedral School	Brother Gabriel	R. C.	2	0	26	0	0	0	3	0	4	0	0	0	0	35	0
Do	Natchez College*	S. H. C. Owen, A. B.	Bapt	3	1	22	23	22	23	8	4	6	4	5	1	0	49	65
Nettleton	Providence Male and Female College.*	M. B. Turman		0	2	79	64	0	0	5	3	7	6	3	0	3	80	77
Newton	Male and Female College	Jno. C. Fant		1	2	18	29	0	0	2	3	16	26	0	0	0	34	80
Okolona	Okolona College	Thos. C. Walton, president	Nonsect	3	5	129	161	0	0								20	42
Orwood	Orwood Institute	Jno. L. York	Presb	1	0	5	20	0	0	2	5			0	0	0	35	25
Oxford	Warren Female Institute	Mrs. C. A. Lancaster	Nonsect	0	2	16	18	0	0	14	0						8	6
Paris	Normal Academy	M. O. Hass	Nonsect	2	1	25	40	0	0	4	2	0	0			4	35	40
Phœnix	High School	H. C. Ne Ville	Meth	1	0	8	8	0	0	0	0	0	0	0	0	2	8	0

Pickens	do	F. F. Phillips		2		15	14								9	8	7	32	32
Pittsboro	Male and Female College*	J. S. Hudson		1	0	5	5	0	0	5	5						0	25	25
Pleasant Hill	Pleasant Hill Academy	H. L. Keister		1	2	12	21			8	4							50	50
Pleasant Ridge	Normal School*	T. L. Gates	Meth	3		30	26	0	0	12	8	16	20	0	0	0	0	74	74
Poplar Springs	High School*	J. M. Langston	Nonsect	3		18	15	0	0	3	2	8	7	0	0	25		90	81
Port Gibson	Chamberlin-Hunt Academy*	W. C. Guthrie	Presb	5	0	75	0	0	0	6	0	7	0	2	0			20	0
Rara Avis	Oakland Normal Institute*	G. A. and J. T. Holley	Nonsect	1	1	40	8	0	0	3	2	6	1	40	18			50	44
Roxie	High School—Male and Female Institute.	W. M. Dunn	Nonsect	1	2	17	18	17	18	18	17							45	55
Sardis	Panola High School*	I. H. Gardiner	Nonsect	2		20	50	0	0	4	0	0	0	0	0	0	0	45	75
Sherman	Mississippi Normal Institute	D. C. Langston	Nonsect	3	2	75	50	0	0	5	10	10	5	0	0	9	0	60	42
Toccopola	Toccopola College*	J. W. Furr	Nonsect	1	0	20	18	0	0	12	14	5	7	0	1	1	0	60	53
Tula	Normal Institute.	C. C. Hughes	Nonsect	3	0	42	33									29		47	43
Tylertown	do	J. L. Spence, B. P.	Nonsect	1		22	20	0	0	0	0	18	18					45	38
Tyro	Tyro Academy	Ira G. Allen	Nonsect	1	1	4	12	0	0	0	0	2	12					20	35
Union Church	High School*	Rev. C. W. Grafton	Nonsect	3	2	25	30	0	0	25	30			2	0	10	13	17	17
Vaiden	Male and Female Institute	W. W. Woodson	Presb	1	0	10	15	0	0			0	0	0	0	0	20	22	22
Verona	North Mississippi Female College	L. B. Abell		1		33	17							16	14	30	15	18	18
Wall Hill	Wall Hill Academy	Prof. Walter P. McCall	Meth	1*		6	8					6	8	0	0	0	0	0	20
Walthall	Normal School	H. H. Clark	Nonsect	1	0	8	12	0	0							5	25	35	0
Washington	Jefferson College*	Joseph S. Raymond	Nonsect	3	0	30	0	0	0	2	0					0	35	0	0
Woodville	McGehee College	Rev. H. Walter Featherstun	Meth	1	4	0	40	0	0	1	5						0	27	27
Yale	Oakland Normal Institute	G. A. and J. T. Holley		1	1	90	57	0	0	0	0	7	4			15	25	38	38
MISSOURI.																			
Albany	Northwest Missouri College	Wm. H. Pritchett, A. M., president.	Meth. So.	4	2	47	55	0	0	16	12	16	7	4	1		29	30	30
Appleton City	Appleton City Academy	G. A. Theilmann	Chris	3	2	48	49	0	0							9	25	30	30
Ashley	Watson Seminary*	V. W. Macy	Nonsect	1		7	12	0	0	7	12	0	0	8	8	16	27	18	8
Boonville	Cooper Institute	Anthony Haynes	Nonsect	1		12	28			8	0			0	4		2	2	
Do	Kemper Family School	T. A. Johnston		4	0	50	0	0	0					1	0	6			
Butler	Butler Academy	J. McC. Martin	Presb	2		35	28	0	0			0	1	0	1	1	12	0	0
Cabool	Cabool College	E. McCulley, M. S.		2		6	5	0	0			0	0	0	0	0	15	14	14
Caledonia	Bellevue Collegiate Institute	Waller E. Boggs	M. E. So.	2		29	34	0	0								30	25	25
Cameron	Missouri Wesleyan College	J. W. Huston	M. E.	3		30	27	0	0	12	12	18	15				21	22	22
Do	Mrs. Tiernan's Home School	Mrs. Tiernan		1		18	21	0	0	2	0						0	8	8
Cassville	Collegiate Institute*	W. L. Malden		2		50	40	0	0	18	15			3	1	4	125	170	170
Chillicothe	St. Joseph's Academy	Mother Seraphine	R. C.	0		0	20							0	6	6	0	34	34
Clarence	Macon District High School	P. D. Shultz	Meth. So.	2		57	78	0	0					0	0	4	14	17	17
Clarksburg	Clarksburg College	A. T. Morton	Nonsect.	1	0	20	24			20	24	0	0	1	1	2	0	0	0
Do	Hooper Institute	J. N. Hooper	Nonsect.	4		81	66	0	0	2	0	15	10	2	1	14	5	4	4
Clinton	Clinton Academy	E. P. Lamkin	Nonsect.	3		28	26	0	0	0	0	0	0	0	3	3		43	43
College Mound	McGee College	J. H. Hatton, A. B.	Nonsect.	9	5	126	24	0	0	12	8	15	5	26	24	7	24	26	26
Concordia	St. Paul's College	J. H. C. Kaeppell	Ger. Ev. Luth.	4	0	63	0							13	0	13	0	0	0
Eldon	Eldon Academy	John Vetter	Cong.	2	3	14	15	0	0	0	0					0	6	6	6
Green Ridge	Green Ridge College	M. E. Moore	Nonsect.	1		20	15	0	0	8	10	10	4	0	0	0	10	8	8
Henderson	Henderson Academy	Wm. F. Foster	Nonsect.	3	2	37	39	0	0			9	9				43	26	26

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office.	Name.	Principal.	Religious denomination.	Students.												Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
				Secondary instructors.		Secondary		Colored.		Preparing for college										
										Classical course.		Scientific course.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
MISSOURI—cont'd.																				
Holden	St. Cecilia Academy	Sister Purification, B. V. M.	R. C	0	12	20	70	0	0	0	20	0	0	0	15	17	0	20		
Independence	Woodland College	Geo. S. Bryant	Christian	2	1	71	33									11	12	16		
Kansas City (1001 McGee street)	Educational Institute	C. G. Rathmann	Nonsect	1	0	15	3	0	0	..	..	....	....	2	1	7	70	23		
Kidder	Kidder Institute	G. W. Shaw, A. M	Cong	4	3	70	70	0	0	6	4	0	0	3	3	11	0	0		
Lamar	Missouri Polytechnic Institute*	Jas. K. Hull	Nonsect	4	0	28	34	0	0	0	0	5	6	0	3	4	3	8		
Lexington	Wentworth Military Academy	Sanford Sellers, A. M	Nonsect	6	1	80	0	0	0	0	0	10	0	7	0	7	10	0		
Liberty	Female College	Rev F Menefee	Nonsect	2	13	0	200	0	0	0	10	0	15	0	35	8	0	25		
Macon	St. James Military Academy	Col. F W Blees	Nonsect	4	0	30	0	0	0	4	0	12	0	3	0	5	12	0		
Marionville	Collegiate Institute	John Turrentine, A. M., president	M. E	3	1	80	59			6	1	16	14	8	5	....	0	0		
Maryville	Sacred Heart Convent	Madame Gance	R. C	0	4	0	43									0	0	77		
Mexico	Missouri Military Academy	A. F. Fleet, superintendent	Nonsect	7	1	118	0	0	0	21	0	35	0	6	0	0	14	0		
Mount Vernon	Mount Vernon Academy	B. D. Rowlee	Presb	2	1	29	21	0	0	0	0	5	1	0	1	1	10	18		
Nevada	Cottey Female College	Mrs. V. A. C. Stockard	Nonsect	0	3	0	50									5	8	15		
Odessa	Odessa College	D. W. Major	Nonsect	3	4	82	28	0	0	8	..	10	3	4	4	10	30	25		
Olney	Olney Institute	W. F. Welty	Nonsect	1	3	4	10	0	0	0	0	0	0	0	0	3	27	38		
Otterville	Otterville College	J. V. Curlin	Nonsect	3	1	35	25	0	0	0	0	0	0	0	0	5	45	35		
Perry	Perry Institute	Prof. French Strother	....	3	2	40	30	..	..	10	5	10	5	5	4	0	10	15		
Platte City	Daughters' College*	Mrs. T. W. Park	Nonsect	3	2	35	35	0	0	....	....	....	....	....	....	0	5	13		
Plattsburg	Plattsburg College	J. W. Ellis	Nonsect	4	2	65	47	0	0	..	..	..	..	5	1	4	7	8		
Prairie Home	Prairie Home Institute	E. E. Carey	Nonsect	1	0	6	1	0	0	0	0	0	0	0	0	0	4	7		
St. Charles	Academy of the Sacred Heart	L. Du Mont	R. C	0	8	0	76	0	0	0	0	0	0	0	7	7	0	14		

[illegible]	[illegible]	[illegible]	[illegible]	2	4	0	68	0	0	0	0	0	0		0		0	20
St. Louis (No. 912 South Ninth street)	Educational Institute	J. Tonnsfeldt	Nonsect	9	0	71	0	0	0	0	0	0	0		0	12	208	0
St. Louis	Hosmer Hall	Misses Shepard and Mathews.	Nonsect	0	9	0	60	0	0	0	4	0	18	0	5	10	0	66
Do	Mary Institute	Edmund H Sears	Nonsect	2	20	0	125	0	0	0	10	0	0	0		26	0	143
Do	Rugby Academy	Denham Arnold	Nonsect	4	2	43	0	0	0					4	0	4	42	0
Do	School of the Good Shepherd	Sister Catharine	Epis	1	8	0	47	0	0							2		12
Do	Walther College*	August C. Burgdorf	Luth	3	1	101	26	0	0							0	0	0
Sedalia	Mrs. Miller's Seminary	Mrs R T Miller	Nonsect	0	1	0	16	0	0	0	4	0	0	0	4	5	0	0
Springfield	Young Ladies' Seminary	Miss T. H Holliday	Nonsect	0	4	0	35	0	0							0	0	15
Spring Garden	Miller County Institute *	H. M. Sutton	Nonsect	2		20	15	0	0	4	2	4	5	3	2		8	12
Sweet Springs	Marmaduke Military Academy	T. E. Spencer, supt	Nonsect	8	0	60	0	0	0	18	0	30	0				16	0
Versailles	Male and Female Institute*	F Gwynn	Nonsect	0		5	10	0	0	5	10	0	0	0	0	0	30	36
Weaubleau	Christian Institute	John Whitaker, president	Chris	2		26	19									3		42
MONTANA.																		
Bozeman	Bozeman Academy*	W. W. Wylie	Presb	1	2	23	25	0	0	2	2	0	0	0	0	0	16	16
Butte	West End Academy *	Miss Julia M Darrow		0		13	17										20	22
Deer Lodge	St. Mary's Academy*	Sister Evangelista	R C	0		0	5							0	2	2	0	45
Helena	St. Vincent's Academy	Sister Mary Baptist	R C	0		0	20							0	0	1	0	130
Miles City	Convent of the Sacred Heart	Ursuline Sisters	R.C	0	2	0	16	0		0	3	0	4				0	20
Missoula	Sacred Heart Academy	Sister Mary, directress	R. C			5	37	0	0	0	0	2	6	0	0	0	50	60
NEBRASKA.																		
Beatrice	Blake School	Henry N. Blake	Nonsect			24	31	0	0	2	2	4	5	0	0	0	27	35
Chadron	Chadron Academy*	Frank L. Ferguson	Cong	0	2		20	0	0	8	0	7	5	4	3	3	6	7
Franklin	Franklin Academy	Alexis C. Hart	Cong	5	2	85	36	0	0	3	0			4	3	7	30	30
Hastings	Hastings College	Rev W. F Ringland, D. D.	Presb	3	4	40	60			15	25	15	25	4	10	5	20	28
Omaha	Academy of the Sacred Heart	Rose Mary Conway	R C	0	18	0	80									6	0	0
Do	Brownell Hall	Robert Doherty	P E	0	3	0				0	9	0	4	0	0	9	0	33
Do	St. Catherine's Academy*	Sister of Mercy	R C	0	3	0	22	0	0	0	0	0	0	0	5	5	21	38
Orleans	Orleans College	C E. Harroun, jr	Free Meth		0	5		0	0	0	0	0	0	0	0	0	20	30
Pawnee City	Pawnee City Academy	Miss Huldah E. Campbell	Unit Presb		2	58	80	0	0	3	16	41	42	0	4	4	0	0
Wahoo	Luther Academy	Prof. S. M. Hill, A. M	Ev Luth			38	9	0	0	9	2			6	1	8	57	16
Weeping Water	Weeping Water Academy	George Hindley	Cong	8	2	49	40	0	0	5	3	12	17	2	0	2	0	0
York	School of the Holy Family	Ursuline Sisters	R. C	0	2	0	30	0	0								38	42
NEVADA.																		
Reno	Whitaker Hall	Miss Julia Mcguire	Epis		3	0	38							0	6		0	52
NEW HAMPSHIRE.																		
Andover	Proctor Academy	James F. Morton, A. M	Unitarian			7	8	6	0	0	0	1	0	1	0	1	6	10
Atkinson	Atkinson Academy*	T. B. Rice	Cong			19	16	0	0	0	0	6	3	0	0	2	6	4

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office.	Name.	Principal.	Religious denomination	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored		Preparing for college.								
										Classical course.		Scientific course						
				Male	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW HAMPSHIRE—continued																		
Canterbury	Kezer Seminary	W. E. Conant	Free-will B	1	1	14	6	0	0	0	0	0	0	0	0	0	14	9
Center Strafford	Austin Academy *	Alvin E. Thomas	Free-will B	1	1	27	11	0	0	4	0	...	...	1	0	...	8	4
Colebrook	Colebrook Academy	James Monohon	Nonsect	1	1	15	24	...	...	2	0	...	...	0	0	0	14	19
Concord	St. Mary's School	Miss Elizabeth M. M. Gainford	Epis	0	2	0	24	0	0	0	1	0	0	0	0	3	0	0
Do	St. Paul's School	Rev. Henry A. Colt, D. D.	Epis	27	0	330	0	...	...	280	0	46	0	82	0	...	0	0
Derry	Pinkerton Academy *	G. W. Bingham	Nonsect	2	4	38	43	0	0	7	2	15	15	5	1	8	25	19
Exeter	Phillips Exeter Academy *	Charles Everett Fish, A. M.	Nonsect	11	0	373	0	5	0	260	0	68	0	57	0	80	0	0
Do	Robinson Female Seminary	George N. Cross, A. M.	Nonsect	2	8	0	91	0	3	0	3	0	0	0	0	19	0	115
Francestown	Francestown Academy	E. E. Montague	Nonsect	1	1	6	14	0	0	0	0	0	0	0	3	2	13	5
Hampton	Hampton Academy and High School	Jack Sanborn	Nonsect	1	2	27	26	0	0	0	0	...	...	...	...	7	0	0
Haverhill	Haverhill Academy *	Chas. S. Earl	Nonsect	1	2	12	15	0	0	4	0	0	0	3	0	11	26	22
Kingston	Sanborn Seminary	Chas. H. Clark, A. M.	Nonsect.	1	2	29	30	0	0	1	3	2	1	1	1	9	11	14
Minden	Kimball Union Academy	W. H. Cummings	Cong	2	3	72	76	4	0	27	14	2	0	9	8	20	0	0
New Hampton	Literary Institution	Atwood B. Meservey, A. M., PH. D.	Free-will B	5	4	69	40	0	0	13	4	3	0	6	3	76	0	0
New London	Colby Academy	Samuel C. Johnston	Bapt	2	5	62	72	...	...	36	34	...	...	1	4	5	0	0
Northwood Center	Coe's Academy	Fred L. Pattee, A. M.	Cong	2	3	21	31	0	0	3	4	3	0	3	0	5	7	2
Pembroke	Pembroke Academy	Isaac Walker, A. M.	...	1	3	28	28	0	0	4	2	...	...	0	0	6	0	0
Plymouth	Holderness School for Boys	Rev. Lorin Webster	P. E.	5	0	49	0	0	0	18	0	0	0	...	...	...	0	0

Portsmouth	Miss Morgan's Home School	A C Morgan	Nonsect	1	1	0	25									5	0	0
Do	Smith's Academy*	Lewis E Smith	Nonsect	3	1	43	11	0	0	11	0	4	0	3	0	12	0	0
Reeds Ferry	McGaw Normal Institute	B M Avery		1	1	16	21	0	0	2	0	0	0	0	0	0		1
Woldsboro	Brewster Free Academy	Edwin H. Lord	Nonsect	5	3	53	76	0	0	4	8	0	0	1	0	9	0	0
NEW JERSEY.																		
Belvidere	Classical Academy	George H. Hooper	Nonsect		1	10	8	0	0	3	0	0	0	0	0	0	1	3
Beverly	Farnum Preparatory School	James B. Dilks	Nonsect		3	8		0	0	2	2	0	0			9	47	55
Blairstown	Blair Presbyterial Academy	John H Shumaker	Presb	2	2	39	24	0	0	45	3	7	0	7	2	13	15	24
Bloomfield	Academic Department of German Theological School of Newark, N. J	Charles E. Knox, D. D., president.	Presb	4	0	32			0	27	0	0	0	6	0	11	0	0
Bordentown	Military Institute*	Rev. Thompson H. Landon	Nonsect	7	0	51	0	0	0					8	0		12	0
Bridgeton	Ivy Hall School for Girls	Mrs. J. Allen Maxwell	Nonsect	0	2	0	30									3	0	0
Do	South Jersey Institute*	H K. Traak	Baptist	5	7	125	75	0	0	34		16	2	13	1	30	0	0
Do	West Jersey Academy	Phœbus W. Lyon	Presb	5	0	64	0	0	0	12	0	26	0	11	0	12	8	0
Burlington	Van Rensselaer Seminary	Miss Helen M. Freeman	Presb	0	3	15		0	0	3	0	0	0	2	0	4	3	0
Cinnaminson	Westfield Friends' School	Mrs. Annie L. Croasdale	Friends	0		6		0	0	1	3						7	0
Deckertown	Seeley's Home School	W. H Seeley	Nonsect	0		3	7	0	0								2	0
East Orange (62 Harrison st.).	East Orange School	Misses Underhill		0	7	2	28	0	0	1	0	2	6	0	0		17	25
Elizabeth (512 North Broad st.).	Elizabeth Institute	Miss S. H. Higgins		1	3	0	30							0		4	17	25
Elizabeth (379 North Broad st.).	English and French School for Young Ladies.	Misses Vail and Dean		1	6	0	58					0	2	0		11	0	40
Elizabeth (315-323 Jefferson ave.).	Jefferson Park Academy	James H Lansley, PH. D.	Nonsect	2	1	60	34	0	0								0	0
Elizabeth	The Pingry School	Rev. John F. Pingry, PH. D.	Nonsect	6		75	0	0	0	30	0	30	0	8	0	8	0	0
Englewood	The "Englewood School for Boys."	William Wilberforce Smith	Nonsect	4	3	30	0	0	0	4	0	20	0	5	0		0	20
Fort Lee	Institute of Holy Angels	Sister Mary Nonna	R. C	0	2	0	45	0	0	0	12	0	14					
Freehold	Freehold Institute*	A A Chambers	Presb	3	0	44	0	0	0	10	0	2	0	1	0	2	14	0
Do	Young Ladies' Seminary	Miss Eunice D Sewall	Nonsect	0	5	0	44	0	0					0	0	2	0	25
Hackettstown	Centenary Collegiate Institute	Rev. Geo. H Whitney, D. D.	M. E	8	6	137	13	0	0	60	5	40	0	20	11	31	0	0
Hightstown	Hightstown Seminary*	Frank D. Budlong	Nonsect	0	5	0	20							0		3	0	15
Do	Peddie Institute	H E Slaught A. M	Baptist	6	9	121	106	0	0	40	5	10	0	9		26	0	0
Do	Phillips' Classical School	Henry L. Phillips	Epis	1	0		0	0	0	0	0	0	0	0	0	0	0	0
Hoboken (Willow ave. and 15th st.).	Hoboken Academy	Ernst Richard, PH. D.	Nonsect	8	2	36	7	0	0			1	0	5	3	14	186	28
Hoboken (River and Sixth sts.)	Stevens School	Rev. Edward Wall, A.M.	Nonsect	12	0	250	0			5	0	188	0	117	0	125	0	0
Jersey City (109 Grand st.).	Hasbrouck Institute	Chas. C. Stimets, A. M.		10	8	92	99	0	0	50	20	40	10	8	2	22	60	40
Jersey City (First st.).	St. Dominic's Academy*	Superior of the Community	R. C	0	4	26	50	0	0	6	15			0			15	20
Jersey City (Grand and Van Vorst sts.)	St. Peter's College	Rev J. Harper, S. J		10	0	125	0	0	0	125	0	0	0	12	0	12	0	0
Lakewood	Lakewood Hights School*	James W Morey, A. M	Nonsect	3	0	17	0	0	0	3	0	10	0	1	0	1	11	0
Do	"The Oaks"*	Miss E. L. Farrington	Epis	0	5	0	20										0	20

*Statistics of 1890-'91.

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891–'92*—Continued.

Post-office.	Name.	Principal.	Religious denomination.	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW JERSEY—continued.																		
Lawrenceville	Lawrenceville School	Rev. James C. Mackenzie, PH. D., head master.	Presb	13	0	237	0	0	0	150	0	87	0	20	0	20	0	0
Matawan	Glenwood Collegiate Institute	Chas. A. Jaggar, A. M., PH. D.	Nonsect	2	6	41	29	0	0	3	0	2	0	1	0	6	4	7
Mont Clair	Mont Clair Military Academy	John G. MacVicar		4	0	33	0	0	0	10	0	15	0	5	0	8	45	0
Moorestown	Friends' High School	Clement M. Biddle	Friends	1	6	30	25	0	0	---	---	---	---	1	3	10	7	14
Morristown	Miss Dana's Seminary	Miss E. Elizabeth Dana	Nonsect	4	17	0	100	0	0	---	---	---	---	0	3	6	20	40
Do	Morris Academy	Charles D. Platt		5	1	35	0	0	0	---	---	---	---	1	0	---	20	0
Mount Holly	Mount Holly Academy	Henry M. Walradt	Presb	2	0	48	0	---	---	4	2	2	0	2	0	---	20	0
Newark (526–548 High st.)	Newark Academy	Samuel A. Farrand, PH. D.	Nonsect	8	0	164	0	0	0	56	0	25	0	16	0	28	79	0
Newark (27 Hill st.)	Newark Seminary for Young Ladies.	Miss Anna F. Whitmore	Nonsect	1	7	0	34	---	---	0	2	0	4	0	0	4	0	16
New Brunswick (40 Bayard st)	Misses Anable's School	Miss Harriet I. Anable	Nonsect	0	9	0	30	---	---	0	4	---	---	---	---	1	0	27
New Brunswick	Rutgers College Preparatory School.	Eliot R. Payson, A. M.	Reformed	5	1	80	0	1	0	30	0	20	0	22	0	22	61	15
New Egypt	Classical Seminary	Geo. D. Horner, A. M.	Meth	1	1	6	14	---	---	2	6	1	1	3	7	---	3	2
Newton	Collegiate Institute	Joel Wilson, A. M.	Nonsect	3	2	40	10	0	0	10	4	5	0	1	1	4	14	6
Orange (Main st.)	Dearborn-Morgan School	Dearborn, Morgan & Kennedy.	Nonsect	4	13	57	148	0	0	13	5	17	3	5	0	9	61	72

	School.	Magee, jr., A. B															
Plainfield	Leal's School for Boys	John Leal, A. B			0	32	0	0	0	54	0	15	0	10	0	10	18	0
Plainfield (13 W. Seventh st.)	Seminary for Young Ladies	Miss Elvira Kenyon	Nonsect		9	0	64	0	0	--	--	--	--	0	0		0	20
Princeton	Preparatory School	John B. Fine		5	0	65	0	0	0	45	0	20	0	16	0	16	0	0
Salem	Friends' Select School*	Mrs. R. H. Reinhardt	Friends	0	2	20	6	0	0	0	0	1	2	0	0	0	17	24
Short Hills	Baquet Institute	Miss Harriett S. Baquet	Epis	0	5	0	27							0			5	8
Somerville	Classical School	Rev James A. Mets	Nonsect	2		18	4	0	0	8	2	9	2	2	0	2	4	6
Summit	Summit Academy	James Heard, A. M	Nonsect	4	0	28	0	0	0	12	0	12	0	0	0	0	7	0
Do.	Summit Collegiate Institute	Martin Bähler	Nonsect		2	0	30	0	0	0	5			0	1		4	16
Woodstown	Woodstown Academy	A. C. Norris	Friends		2	40	43	0	0	1	0	2	0	---			5	7
NEW MEXICO.																		
Santa Fe	Loretta Academy, Our Lady of Light.*	Mother Francisca	R. C	0	2	0	12	0	0	0	0	0	0	0	2		0	41
Do	Whitin Hall School	Marshall R. Gaines	Cong	1	0	8	7	0	0	1	0	---	---				42	39
NEW YORK.																		
Adams	Adams Collegiate Institute*	Orlo B. Rhodes		3	4	64	76	0	0	19	2	1	0	4	1	36	0	0
Albany (Kenwood)	Academy of the Sacred Heart	Madame S. Jones	R. C	0	24	0	104	---	---	---	---	---	---	0	0	13	0	126
Albany	Albany Academy	Henry P. Warren, A. B	Nonsect	7		165	0	0	0	50	0	30	0	16	0	22	97	0
Albany (155 Washington ave.).	Albany Female Academy	Miss Lucy A. Plympton	Nonsect	2	10	0	67	0	0	0	0	0	6	0	0	10	0	40
Albany (43 Lodge st.)	Christian Brothers' Academy	Brother Constantine	R. C	9	0	80	0	0	0	4	0	4	0	3	0	4	132	0
Albany	St. Agnes' School	Rt. Rev. Wm. C. Doane, D. D	Epis	7	26	0	228	0	0	0	0			0	0	12	10	24
Amsterdam	Amsterdam Academy	Chas. C. Wetsell	Nonsect	0	2	14	17	0	0	8	2	0	0	0	0	0	10	13
Do	St. Mary's Catholic Institute	Rev J. P. McIncrow	R. C			25	45	0	0	--		0	0	0	0	7	280	270
Antwerp	Ives Seminary	S. C. Kimm	Meth	2	6	50	59	0	0	0	0	0	0	0	0	0	0	70
Argyle	Argyle Academy	Wm. G. Goodwin	Nonsect			5	10	0	0	3	1	0	2	0	1		21	15
Astoria, L. I. City (157 Franklin st.).	Astoria Latin School	Chas. Lyman Shaw	Nonsect		0	10		--	--	9	1			--			0	9
Aurora	Cayuga Lake Military Academy	A. K. McAlpine, A. M	Presb	5	0	60	0	0	0	16	0	4	0	5	0	13	0	0
Belleville	Union Academy	Charles J. Galpin, A. M		3	5	52	64	0	0	3	3	20	15	3	2	17	0	0
Binghamton	Lady Jane Grey School	Miss Mary R. Hyde	Nonsect	2	8	0	50	--	---	0	2	0	0	0	1		0	10
Bridgehampton	Literary and Commercial Institute.	L. W. Hallock, A. M	Nonsect	2	2	27	26	0	0	4	2	0	0	4	2	0	2	2
Brooklyn (68 New York ave.).	Bedford Heights Institute	George Rodeman, A. M., PH. D.		3	0	34	0	0	0	6	0	3	0	2	0		12	0
Brooklyn (153-185 Lincoln Place).	Berkeley Institute	Miss Charlotte E. Hayner	Nonsect	0		0	22	0	0	0	4	0	0	0	0	2	0	100
Brooklyn (138 Montague st.).	Brooklyn Heights Seminary	Misses Colton-Steele	Nonsect	3	8	0	100	0	0	---	---	0	2	0	2		0	40
Brooklyn	Brooklyn Latin School	Caskie Harrison, M. A		7	0	92	0	0	0	25	0	10	0	14	0	0	0	0
Brooklyn (102 Berkley Place)	Cheneviere Institute	Wm. A. Stamm	Nonsect	2		29	10	0	0	2	0	1	0	2	0	2	21	0
Brooklyn (119 Sixth ave.).	Christiansen Institute	Mrs. E. C. Stacker	Nonsect	0	2	0	20	---	---	---	---	---	---			0	0	60

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

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						Secondary		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW YORK—cont'd.																		
Brooklyn (139 Clinton st.).	Prof. Deghuée's School for Girls.	Joseph Deghuée		1	2	0	30	0	0	0	1	0	1	0	0	0	0	20
Brooklyn (209 Clinton ave.)	Female Institute of the Visitation	Sister M Loretta Regan	R.C	0	8	0	60	0	0	...	...	...	...	...	...	1	0	50
Brooklyn (310 State st.)	German-American Academy	Charles J Deghuée, L. B. D.	Nonsect	3	0	26	0	0	0	4	0	2	0	4	0	4	10	0
Brooklyn	Pratt Institute, Technical High School Department.*	Wm. O Pratt	Nonsect	3	2	40	20	0	1	...	...	...	...	...	...	10	30	10
Brooklyn (325 Clinton ave.).	Miss Rounds' School for Girls	Miss Christiana Rounds	Nonsect	0	10	0	82	0	0	0	2	0	0	0	0	3	0	9
Brooklyn (51-55 Meserole st.).	Turnvereins School, English and German.	Prof. Max Pannevitz	Nonsect	6	2	36	13	0	0	...	...	...	...	...	...	12	67	22
Buffalo	Academy of the Holy Angels	Sister D. M Kirby	R.C	0	6	0	55	...	...	...	...	...	...	...	...	12	90	120
Buffalo (284 Delaware st.).	Buffalo Seminary*	Mrs. C. F Hartt	Nonsect	1	7	0	96	0	0	...	...	...	...	†0	0	17	4	126
Buffalo (621-623 Delaware ave.).	Heathcote School	Lester Wheeler		2	3	35	0	...	...	20	0	15	0	10	0	14	75	0
Buffalo (749 Washington st.).	Sacred Heart High School	Sister M. Leonard	R.C	0	4	0	43	0	0	0	0	...	...	0	4	4	0	30
Canandaigua	Canandaigua Academy	J. Carlton Norris	Nonsect	5	5	121	0	0	0	40	0	25	0	12	0	13	0	0
Do	Granger Place School	Miss Caroline A. Comstock, president.	Nonsect	0	3	0	44	0	5	0	7	...	...	0	10	3	0	5

Canisteo	Canisteo Academy	Daniel M. Estee, A. M			5	44	47	0	0	0	1			5	1	12	62	53
Carmel	Drew Ladies' Seminary	Rev Geo. C. Smith	Meth		6	0	60	0	0	0	2	0	0	0	0		0	6
Carthage	St. James School	Sister Josephine		0	5	15	20											
Casenovia	Casenovia Seminary	Isaac N. Clements	M E	6	3	122	109	0	0	40	5	20	5	9	5	22	0	0
Chappaqua	Mountain Institute	S. C Collins	Friends	3	5	40	36	0	0					2	1	6	10	2
Cincinnatus	Cincinnatus Academy	W. A Ingalls				11	22	0	0	2	2	0	0	0	0	0	15	13
Claverack	Claverack College and Hudson River Institute*.	Arthur H. Flack	M. E	6	7	74	61	0	0	19	1	10	0	7	1	21	15	4
Clifton Springs	Female Seminary*	Wm. A Deering, A M	Nonsect		4	21	38	0	0	0	1	5	12		2	8	8	5
Clinton	Cottage Seminary	Rev. Chester W. Hawley	Nonsect	1	4	0	21	0	0	2	8	0	0	0	5	5	6	23
Do	Houghton Seminary*	A G Benedict	Presb	2	5	0	53			0	0	0	3	0	0	13	2	15
Cornwall-on-the Hudson.	Cornwall Heights School	Carlos H Stone	Nonsect	2		12	0	0	0	7	0	2	0		0		2	0
Delhi	Delaware Academy	Willis D. Graves	Nonsect	2	2	80	82	0	0	16	6	7	0	3	1	7	20	20
Dobbs Ferry	Boarding and Day School	Misses Masters	Nonsect	0	10	0	50	0	0								9	17
Do	Westminster School	W L Cushing		7	0	70	0			60	0	10	0	5	0	5	0	0
Dundee	Preparatory School	E. E Cates	Nonsect		2	40	50									8	0	0
East Springfield	East Springfield Academy	A. M Hollister	Nonsect			27	26	0	0	2	2	0	0	0	1		0	0
Eddytown	Starkey Seminary	Alva H Morrill	Christian	5		20	21	1	0	13	1	3	3		0	4	69	34
Elbridge	Munroe Collegiate Institute	Truman K Wright	Nonsect	2	2	18	23	0	0	7	0	0	0		0	10	20	14
Elmira (213 W. 1st st).	St. Ursula School	Miss Julia A Chalmers	Nonsect	0	2	0	20									2	3	10
Fairfield	Fairfield Seminary*	D. D. and F L. Warne	Nonsect	6	8	100	75	0	0	19	16	14	4	9	3	68	0	0
Flatbush	Erasmus Hall Academy	Rev. Robert G. Strong				7	6	0	0	8	1	1	3	0	4	4	29	33
Flushing	Flushing Institute	Elias A Fairchild	Nonsect	3	0		0	0	0		0	1	0	2	0		1	0
Do	St Joseph's Institute*	Sister St. Joseph		0	5	0	75	0	0	0	0	0	1	0	8	12	0	30
Fort Edward	Collegiate Institute	J. E King	M E	4	8	0	92	0	0	0	3	0	4	0	2	15	0	30
Franklin	Delaware Literary Institute	Chas H Verrill, A. M., PH. D.	Nonsect	4	4	30	50	0	0	8	4	9	10				40	30
Franklinville	Ten Broeck Free Academy*	Hamilton Terry	Nonsect	2	2	26	25	0	0		2	0	0	2	1	7	46	45
Garden City	St. Mary's Cathedral School*	Miss Julia Hutchins Farwell	P. E		3	4	20	0	0	0	7	0	3			0	8	15
Do	St. Paul's Cathedral School	Charles S. Moore	Epis	12	0	15	0	0	0	0	0			12	0	12	0	0
Geneva	De Lancey School	Miss Mary S Smart	Epis	6	2	2	36	0	0	0	2	0	0	0	0	0	2	14
Glen Cove	Miss Hopkin's School	Miss Mary H. Hopkins	Nonsect	0	8	10	4	0	0	0	3	1	0	0	2	5	3	2
Greenville	Greenville Academy	T W. Stewart	Presb			30	40	0	0					0	0	0	5	5
Hamilton	Colgate Academy	Rev. John Green, PH. D	Bapt	6	0	154	20	0	0	0	125	10	30	0	12	1	16	30
Hartwick	Hartwick Seminary	Rev. W. Hull	Luth	3		30	7	0	0	0	3	0		2	2	0	4	
Havana	Cook Academy	Albert C. Hill	Bapt	5		73	73	0	0	0	37	21	7	5	2	12	23	21
Hudson	Misses Skinner's School for Girls	Miss Sarah R. Skinner		0		0	6	0	0	0	0	0	0	0	0	3	0	21
Ithaca	Cascadilla School	James E Russell	Nonsect	10	0	66	0	0	0	0	11	0	55	0	13	0	15	0
Jamaica	Union Hall Seminary	Miss S A Huntling	Nonsect	0	3	0	12				0	0					0	34
Kinderhook	Kinderhook Academy	Mrs. W E Geer	Nonsect	0		0	18										10	5
Lansingburg	Lansingburg Academy*	Charles T R. Smith	Nonsect	2	2	27	61	0	2	5	2	2	1	0	1	9	19	29
Le Roy	Academic Institute*	Frank M Comstock, A. M., C E., PH D	Nonsect		3	36	17	0	0	2	1	15	1	10	0		22	45
Lima	Genesee Wesleyan Seminary	Rev W R. Benham, D D., A M	M. E	7	4	58	30			20	4	25	6	17	19	50	207	201
Locust Valley	Friends Academy*	Franklin P. Wilson	Friends	2	2	28	27	0	0	0	0	8	4	0	0	0	14	13
Macedon Center	Macedon Academy	C S Palmer	Nonsect	2		44	21	0	0	0	0	2	2	0	0	2	0	0
Marion	Collegiate Institute	Elmer G Frail	Bapt	2	2	50	52	0	0	3	4	0	0		4	12	0	0
Moriah	Sherman Collegiate Institute	B L. Brown	Nonsect	2	2	80	73							10	3	13	18	20
Mount Vernon (First ave., near 2d st.).	The Misses Lockwood's Collegiate School for Girls.	Misses Lockwood	Nonsect		6	0	30			0	22			0	4	6	11	32

*Statistics of 1890–91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

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						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW YORK—cont'd.																		
New Brighton (Staten Island).	Brighton Heights Seminary	Dr Geo W Cook	Nonsect	1	5	0	40	...	....	0	4	....	....	0	0	1	0	16
New Brighton	St Margaret's School for Girls	Misses Spurling and Briggs	Nonsect	0	3	0	15	0	0	0	3	0	0	....	....	0	0	13
New Brighton (82 Lafayette ave)	Trinity English and Classical School for Boys *	John M. Hawkins, PH D	P. E	1	0	29	1	0	0	19	1	4	0	2	1	....	10	0
Newburg (Seminary Place)	Siglar's Preparatory School	Henry W. Siglar	Nonsect	2	0	31	0	0	0	12	0	21	0	4	0	....	15	0
New York (117 119 W. 125th st.)	Barnard School	William L. Hazen	Nonsect	4	0	47	0	0	0	19	0	11	0	4	0	5	77	0
New York (20 W 44th st.)	Berkeley School	John S. White, LL.D	Nonsect	12	3	180	0	0	0	150	0	30	0	25	0	22	100	0
New York (17 W. 41st st.)	Brearley School	J. G. Croswell	Nonsect	3	22	0	176	0	0	0	0	0	0	0	15	30	0	0
New York (131 W 43d st.)	Callisen's School for Boys and Young Men	Dr A Callisen, A. Callisen, jr	Nonsect	6	0	33	0	0	0	15	0	10	0	4	0	5	0	0
New York (423 Madison ave.)	Classical and English School	I H Morse	Nonsect	1	1	14	0		...	30	0	4	0	2	0	2	27	0
New York (1961 Madison ave.)	Classical School for Girls	Miss Lila V North	Nonsect	0	2	0	31	0	0	0	3	0	15	0	2	1	0	41
New York (721 Madison ave.)	The Collegiate School *	Rev Henry B. Chapin, D D, PH D	Nonsect	2	0	29	0	0	0	10	0	4	0	2	0		50	0
New York (51st st., near Madison ave.)	Columbia Grammar School *	Bacon & Campbell		15	0	220	0	0	0								40	0

ner W. 22d st. and West End ave.).																			
New York (32 W. 40th st.).	Comstock School	Miss Lydia Day		4	1	0	40			0	3					4	0	30	
New York (20 East 50th st.).	The Cutler School	Arthur H. Cutler	Nonsect	12	1	145	0	0	0	125	0	20	0	9	0	9	0	0	
New York (1479-1485 Broadway).	Dwight School	Henry C Miller and Arthur Williams.	Nonsect	7	0	73	0	0	0	36	0	28	0	21	0	26	0	0	
New York (Manhattanville, 128th st. and St. Nicholas ave.).	Female Academy of the Sacred Heart.	Madame E. Hogan	R. C	0	27	0	175			0	0	0	0			2	0	72	
New York (E 16th st.)	Friends' Seminary	Edward A. H Allen, C. E	Friends	3	3	23	37	0	0					0	1	2	31	30	
New York (607 Fifth ave.)	Rev Dr. and Mrs. C. H Gardner's School	Rev Charles H. Gardner	Nonsect	0	3	0	55			0	2						0	30	
New York (55 W. 47th st.).	Miss Gibbon's School	Miss Sarah H Emerson	Nonsect	0	2	0	40			0	12			0	3	3	0	9	
New York (34 W. 40th st.)	Halsey's Collegiate School for Boys.	Wm D Halsey, PH D		8	0	60	0			45	0	15	0	13	0	17	40	0	
New York (824 Lexington ave.)	Heidenfield Institute	Dr. Theo E. Heidenfield	Nonsect	4	6	40	25			7	6	3	0	6	5	13	15	10	
New York (343 W. 42d st.)	Holy Cross Academy	Sister M. Helena	R. C	1	4	0	120	0	0							4	40	70	
New York (20 W. 59th st.).	The "Irving School"*	Louis Dwight Ray	Nonsect	2	1	12	0	0	0	7	0	2	0	1	0	2	2	0	
New York (44-50 2d st.).	La Salle Academy	Brother Agapas	R. C	4	0	60	0	0	0	0	0	0	0	0	0	13	110	0	
New York (336 Lenox ave.).	Lenox Institute	Andrew Zerban, president.	Nonsect	5	1	35	30	0	0	6	4	6	4	2	2	4	30	15	
New York (521 W. 161st st.)	McMullen's Private School for Boys.	John MacMullen	Nonsect	1	1	12	0	0	0	4	0	0	0	1	0	0	3	0	
New York (57 W 130th st.).	Miss Newell's Home and Day School for Girls.	Miss Ellen M Newell	Nonsect	0	1	0	14			0	3	0	0	0	0	0	0	25	
New York (6 and 8 East 53d st.)	The Reed School	Miss Julia G. McAllister	P E	2	5	0	80										0	6	
New York (50 W. 104th st.).	The Riverside School	Miss Emily A. Ward	Nonsect	0	5	4	39	0	0	0	5	0	0	0	2	2	17	20	
New York (38 W 59th st.)	Sachs' Collegiate Institute.	Dr Julius Sachs	Nonsect	13	2	123	1	0	0	52	1	15	0	22	1	25	113	0	
New York (313-315 E 10th st., Station "D.").	Saint Bridget's Academy	Sisters of Charity	R. C	1	2	0	29	0	0	0	4				3		30	76	
New York (23 E. 17th st.).	St. John's Baptist School for Girls.	Sisters of St. John Baptist	Epis	0	5	0	29			0	7			0	0	2	0	11	
New York (224 W. 58th st.)	St. Louis College	John P. Brophy, LL. D	R. C	7	0	35	0	0	0	0	0	0	0	6	0	0	30	0	

*Statistics of 1890-'91.

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						Secondary		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW YORK—cont'd.																		
New York (8 E. 46th st.).	St. Mary's School	Sisters of Mary	Epis	1	6	0	70							0	9	13	0	105
New York (168 Elizabeth st.).	St. Mathew's Academy	Rev. F. Bohm	Ev. Luth	5	0	45	0	0	0							15	120	120
New York (220-222 W 71st st.).	Van Norman Institute	Mme Van Norman	Nonsect	0	4	0	36							0	2		0	29
New York (711 Madison ave.).	Mrs. Matilda Weil's School	Matilda Weil		1	6	0	26	0	0	0	1			0	0	4	6	34
New York (645 Madison ave.).	Woodbridge School*	J. Woodbridge Davis, PH. D. C. E.		8	0	49	0	0	0	10	0	39	0	21	0	21	10	0
North Granville	North Granville Seminary	La Roy F. Griffin, A. M.	Nonsect	2	2	14	18	0	0	1	0	1	1	0	1		4	8
Nyack	Nyack Seminary	Mrs Imogene Bertholf	Epis	0	2	0	14	0	0	0	2	0	0	0	0		0	0
Oakfield	Cary Collegiate Seminary	Rev. C. C. Gove, A. M.	Epis	2	2	15	23	0	0	2	2	0	0	0	0		15	25
Oxford	Oxford Academy	Fred L. Gamage		1	1	22	24	0	1	0	0	0	0	0	0		0	0
Peekskill	Mohegan Lake School	Maj. Henry Waters		3	0	35	0	0	0	3	0	0	0	0	0		0	0
Do	Peekskill Military Academy	Dr. J. N. Tilden	Nonsect	9	0	125	0	0	0	0	0	0	0	15	0		0	0
Do	St. Gabriel's School	Sister Esther, C S M	Epis	3	3	0	32	0	0	0	0	0	0	0	0		0	0
Do	Vienland Preparatory School*	Carl A. Hostrom	Epis	2	0	20	0	0	0	1	0	4	0	2	0		0	0
[illegible]	[illegible] Institute	Charles Unterreiner		2	1	12	4										12	6
Do	Worrall Hall School for Boys	Col. Charles J. Wright	Epis	2	0	20	0							1	0		0	0
Pelham		Horace D. Taft	Nonsect	2	1	30	0	0	0	10	0	8	0	6	0		0	0

Peekskill	Private Academy	Byron, Lydlow & Hall		1	2	20	26	0	0	1	0	0	0	1	1	0	15	14
Pine Plains	Seymour Smith Institute	Rev A. Mattice, A. M	Nonsect	1	1	4	10	0	0	2	0	0	0	0	0	0	5	30
Plattsburg	D'Youville Academy	Sister McMillan	R. C	0	5	2	32	0	0	0	0	0	0	0	0	0	0	0
Pompey	Pompey Academy	D. H. Cook		1	3	10	40	0	0	3	*	4	2	2	1	11	20	10
Poughkeepsie	Lyndon Hall School	Samuel W Buck		1	5	0	23	0	0	0	10	0	0	0	0	11	0	75
Do	Military Institute	H B. Niver	Nonsect	2	0	22	0	0	0	1	0	6	0	0	0	0	20	0
Do	Quincy School*	Carrie E. Silloway	Nonsect	1	1	13	13	0	0	1	6			0	0		17	13
Do	Riverview Academy	Bisbee & Amen	Nonsect	13	2	115	0	0	0	33	0	47	0	5	0	7	33	0
Randolph	Chamberlain Institute	James T Edwards, LL. D	M E	3	5	100	103	0	0	15	10	6	0	2	1	10	0	0
Red Creek	Union Seminary*	Rev. Wm H. Rogers, A. M	Nonsect	2	1	24	16	0	0	5	1	3	3	0	0	0	70	75
Rochester	Academy of the Sacred Heart	Miss Alice M. Carrigan	R. C	0	5	0	30	0	0	0	0	0	0				0	30
Rochester (107 State st.)	Hale's Classical and Scientific School	George D Hale	Nonsect	1	0	17	2	0	0	8	0	8	2	6	1	7	4	0
Rochester	Livingston Park Seminary	Mrs. C M Curtis	Epis	1	3	0	22	0	0	0	1	0	0	0	0	4	2	14
Do	Nazareth Academy	Sister Mary Adelaide	R C	0	2	0	50	0	0	0	12			0	1	14	0	100
Do	Mrs Nichols's School*	Mrs. Sarah J Nichols	Nonsect	0	3	0	26	0	0	0	0	0	0	0	0	3	3	17
Do	Wagner Memorial Lutheran College*	Rev. J. Steinhaeuser	Luth	4	0	49	0	0	0	0	0	0	0	0	0	1	0	0
Rochester (9 Gibbs st.)	Young Ladies Seminary	Miss M. Cruttenden	Nonsect	0	2	0	50	0	0	0	12	0	8	0	1	2	0	10
Rome	St. Peter's Academy	Sister Holy Family	R. C	0	2	0	20	0	0	0	0	0	0	0	0	3	0	20
Sag Harbor	Academy of the Sacred Heart of Mary	Mother Basile	R. C	0	1	0	13			0	0	0	0				10	16
Salem	Washington Academy	Wilder B Harding	Nonsect	1	2	30	70	0	0	0	0	2	0	0	0	6	122	108
Saugerties	Saugerties Institute	William Wight		1	1	20	25	0	0	3	0	0	0	0	0	0	20	10
Sauquoit	Sauquoit Academy	N Leonard	Nonsect	1	1	13	23	0	0	1	0	0	0	1	1	5	24	11
Sherwood	Sherwood Select School	Agnes L. Tierney	Nonsect	0	2	17	19	0	0	0	0	0	0			0	0	3
Sing Sing	Dr Holbrook's Military School	Rev. D. A Holbrook	Nonsect	8	0	70	0	0	0	20	0	20	0	5	0		0	0
Do	Mount Pleasant Military Academy*	J Howe Allen	Nonsect	7	0	80	0	0	0	10	0	15	0	8	0	16	0	0
Do	St John's School	Gibson, Bostwick, & Adams	Epis	6	0	46	0	0	0	26	0	20	0	5	00	5	0	0
Sodus	Sodus Academy	Elisha Curtis	Nonsect	1	1	25	30									9	15	10
Southold	Southold Academy	Miss Louise C Pond	Nonsect	0	2	9	20	0	0	1	1	1	0				9	11
Stapleton	Staten Island Academy*	Frederick E Partington	Nonsect	1	4	29	40	0	0	29	10			2	5	7	72	61
Suspension Bridge	De Veaux School	Reignald H Coe	Epis	4	0	42	0	0	0	14	0			6	0	6	22	0
Syracuse	St John's Catholic Academy	Rev M Clune	R. C	2	3	10	70	0	0	0	0	0	0	0	0	8	150	200
Tarrytown	Irving Institute	John M Furnam, A. M	Nonsect	3	1	22	0	0	0	3	0	5	0	4	0	5	10	0
Do	School for Young Ladies	Miss H L. Bulkley	Nonsect	0	5	0	37										0	0
Tivoli	Trinity School*	Rev Jas Starr Clark, S. T. D.	Epis	5	1	40	2			5	1	6	0			8		
Troy	La Salle Institute	Brother Edward, F. S. C	R. C	5	0	60	0	0	0	1	0	2	0	2	0	9	185	
Troy (233 Fifth ave.)	St Peter's Academy	Sister M Adilia	R. C	1	2	0	40	0	0	0	0	0	0	0	0	2	200	200
Troy	Troy Academy	Maxey & Barnes	Nonsect	4	0	60	0	0	0	19	0	24	0	18	0	19	70	0
Do	Troy Female Seminary	Miss Emily T. Wilcox	Nonsect	1	6	0	48	0	0	0	0	4	0	4	0	0	60	60
Unadilla	Unadilla Academy*	L. A Grant	Nonsect	1	3	47	55	0	0	6	4	5	2	0	2	8	16	20
Union Springs	Friends' Academy	Chas H Jones	Friends	3	3	47	29	0	0	6	4	0	0	1	0	13	7	0
Utica	Mrs Platt's School	Mrs Julia C G. Platt	Nonsect	0	3	0	90	0	0	0	5			4	5		7	30
Verona	Home School	Miss Theodosia M. Foster		0	1	0	9			0	1						5	7
Walworth	Walworth Academy	A H McMurray	Nonsect	1	1	4	9	0	0	1	0	0	0	0	1	7	17	7
Watertown	Irving School	Miss Edith L. Cooper	Nonsect	1	2	0	21	0	0	1	0	0	3	0	1	7	7	17
Westchester	Boys' Boarding School	B. T. Harrington, M. A	P. E	4	0	17	0			8	0			2	0	3	0	0

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						Secondary		Colored.		Preparing for college								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NEW YORK—cont'd.																		
Westchester	Sacred Heart Academy	Brother August	R. C	6	0	75	0	0	0	25	0	10	0	10	0	10	30	0
West New Brighton	St Austins School	Rev George Wm. Dumbell, D. D.	Epis	2	0	70	0	0	0	...	...	...	...	4	0	10	0	0
Yonkers	Military School*	Ezra H. Faucher, A. M	Presb	3	0	20	0	0	0	17	0	3	0	...	...	...	10	0
NORTH CAROLINA.																		
Albemarle	Albemarle Academy*	Bivens & Helms	M. E	1	1	45	25	0	0	3	4	2	0	...	...	...	25	19
All Healing	Jones s Seminary	C A Hampton	Nonsect	0	1	0	30	0	0	...	...	...	...	0	6	6	0	118
Asheville	Bingham School	R Bingham	Nonsect	7	0	110	0	0	0	15	0	25	0	10	0	20	0	0
Do	Ravenscroft School	Ronald MacDonald	P. E	3	0	35	0	0	0	20	0	4	0	0	0	1	4	0
Augusta	Augusta Seminary	J. D. Hodges, A M	Nonsect	1	1	31	14	0	0	4	3	3	2	0	0	0	10	6
Barnardsville	Mountain Dale Seminary	G. H Blankenship	...	1	1	25	38	0	0	29	10	14	10	...	...	...	50	42
Belmont	St. Mary's College	Rev. Julius Pohl, O. S B	R C	10	0	96	0	...	...	...	...	...	...	...	...	...	...	...
Belvidere	Belvidere Academy	Miss Adelaide E White	Friends	0	1	13	0	0	0	...	...	...	...	...	...	...	...	...
Bethany	High School*	R H Biesecker	Nonsect	1	1	10	10	0	0	4	4	0	1	0	0	0	17	9
Bethel	Bethel Academy*	Alva C English	Meth	1	1	11	15	0	0	6	6	2	2	0	0	0	23	25
Bethel Hill	Bethel Hill Institute	Rev. J. A. Beam	Bapt	1	1	24	30	0	0	10	10	0	0	...	...	...	15	12
Burlington	Burlington Academy	Wilbur E. Ormond	Meth	3	1	38	17	0	0	20	5	0	0	...	...	0	30	43
Caldwell	Caldwell Institute	J H McCracken	Nonsect	1	1	18	30	0	0	15	30	...	...	...	...	...	23	38
Charlotte	Macon School*	E. L. Reid, J. D Baird	Nonsect	2	0	34	0	0	0	...	...	...	...	2	...	...	23	0
Chocowinity	Trinity School*	Rev. M. C Hughes, D. D	P. E	3	1	28	16	0	0	...	...	...	...	2	2	...	12	15

Cosmo	Buckhorn Academy*	Julien Henri Picôt	Nonsect	2	0	23	0	0	0	15	0			6	0		13	0
Concord	Male High School*	L. A. Bickle	Nonsect	1	0	25	0			10	0	0	0	4	0		21	0
Do	Scotia Seminary	Rev D. J. Satterfield, D. D	Presb	0	2	0	39	0	39	0	0	0	0	0	0	0	0	221
Durham	Male Academy*	L. T. Buchanan	Bapt		0	25	0	0	0	20	0			20	0	0	25	0
East Bend	Union High School	John T. Benbow	Nonsect			50	25	0	0	3	0	4	2				44	24
Ellenboro	High School	L. W. Lynch	Nonsect			26	20	0	0			1	0		0		50	34
Enochville	do	P E Wright	Luth		2	26	32			12	8	6	4	4	0	4	46	52
Farmington	Farmington Academy	Leon Cash	Nonsect	1	0	14	10	0	0	4	1	2	0	0	0	0	28	13
Franklin	High School	DeWitt D. Odom	Meth	2	2	46	45			15	5	14	2				24	20
Franklinton	Albion Academy	Rev Sam I S Sevier	Presb			29	26	29	35	5	2	5	2	2	0	2	106	47
Do	Classical Institute	C. N. Finnell	Nonsect		0	10	5	0	0	8	3	0	0		0		36	38
Gold Hill	Bethany Academy	L. H. Rothrock			0	20	5			4	2						20	29
Greensboro	Bennett Seminary*	Rev. J. N. Grandison, B. D, D. D	M E	4		27	12	27	12	22	0	0	1	0	0		82	101
Grifton	Male and Female Academy	C. H. James	Nonsect			6	2	0	0	4	1	4		0	0	0	12	5
Holly Springs	Holly Springs Academy*	C. F. Siler	Nonsect			18	18			15	3	13	3				7	8
Hookerton	Collegiate Institute	G W. Mewborn			0	6	4										20	33
Huntersville	High School	Rev W. W. Orr	Nonsect		1	42	17	0	0	10	2	0	0				18	11
Huntley	Salem High School*	Geo. E. Butler	Miss Bapt		0	0	6	0	0	10	6	0	0	4	3	7	28	25
Ilex	Holly Grove Academy	Jacob Wike	Luth	1	1	5	10	0	0	8	7	7	3				35	35
Kings Mount	Lincoln Academy	Lillian S. Cathcart	Cong	0	3	5	7	5	7						0		27	20
Kinston	Kinston College	Lee & Crowell	Nonsect	2	2	38	40	0	0	5	2			0	0	0	30	30
Do	The Misses Patrick's Boarding and Day School.	Misses Virginia and Henry Patrick		0			14	0	0					0	0	0	35	15
Leaksville	High School	B W. Ray	Nonsect	2	2	40	60	0	0	15	20	1	0	0	0	5	16	18
Lenoir	Barnes Academy	E L. Barnes	Presb	1	2	60	0	0	0	3	0	4	0	4	0		15	5
Lexington	Lexington Seminary	W. J Scroggs	Nonsect		1	28	34	0	0	6	6	0	0	4	6	0	20	23
Louisburg	Male Academy	Ashbel G. Brown	Nonsect		0	14	0	0	0	14	0	0	0	1	0		16	0
Madison	Male and Female Academy*	J. C. Johnson	Nonsect		1	14	12	0	0			1	2	1	2		10	9
Menola	High School	Mrs Lydia Blair			1	27	20			6	3						8	5
Mooresville	Mooresville Academy	J. A Matheson	Presb		1	29	36							5	7	0	11	14
Moravian Falls	Moravian Falls Academy	R. L. Patton, A. B	Bapt	0	2	10	2	0	0	5	2						10	8
Morven	Morven Academy	J C Hines	Nonsect		0	5	4	0	0	1	1	0	0	0	0	0	19	14
Mount Holly	High School*	Brevard Nixon	Nonsect		1	10	10	0	0	4	3						14	13
Mount Olive	High School	J E Smith	Nonsect	1	2	24	33										14	12
Newbern	Collegiate Institute*	G. T. Adams	Nonsect	5	6	75	60	0	0								75	60
Oak Ridge	Oak Ridge Institute	J. A & M. H Holt	Nonsect	4	3	257	25	0	0					6	1	28	15	5
Oxford	Horner School	Jerome C. Horner, M. A		4	0	141	0	0	0	80	0	10	0	5	0	5	0	0
Poes	Bule s Creek Academy	J. A. Campbell		2	2	80	40	0	0	3	0	3	0				30	35
Raleigh	Peace Institute	James Dinwiddie, M. A	Nonsect	4	13	0	168	0	0							14	0	29
Do	Raleigh Male Academy	Hugh Morson and C. B. Denson	Nonsect	3	0	85	0			30	0	15	0				45	0
Do	St. Augustine's Normal and Collegiate Institute	Rev. A. B. Hunter	P. E	1	0	12	9	12	9	1	0				0	6	62	34
Do	St. Mary's School	Rev Bennett Smedes, A. M	Epis	1	5	0	140	0	0					0	6	6	0	30
Reidsville	Female Seminary*	Annie L. Hughes	Presb	0	3	1	10	0	0	1	10			0	0	6	5	27
Ridgeway	High School	John Graham	Nonsect	1	1	17	18			15	10						15	10
Roxboro	Roxboro Institute	Edward E. Britton	Nonsect	1	3	28	32	0	0	0	5	0	0	0	0	0	20	18
Rubicon	Ingram-Branch High School*	Samuel D Cole	Nonsect	2	2	15	12	0	0	6	5	3	2				63	27
Rutherfordton	Rutherford Military Institute*	W. T R. Bell	Nonsect	3	0	60	0			50	0	10	0			12	47	9

*Statistics of 1890-91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office	Name.	Principal	Religious denomination.	Secondary instructors		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary		Colored		Preparing for college. Classical course		Preparing for college. Scientific course						
				Male.	Female.	Male	Female	Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
NORTH CAROLINA—continued.																		
Salem	Boys' School*	J F Brower	Moravian	1	0	16	0	0	0	3	0	.....	.....	.....	.....	.....	37	0
Selma	Selma Academy	W H Pope	.....	1	0	14	8	0	0	5	0	.....	.....	.....	.....	.....	6	5
Scotland Neck	Military School	Wm C Allen	Nonsect	5	0	78	0	0	0	12	0	0	0	0	0	0	12	0
Snow Hill	Greene Academy	J B Williams	.....	1	1	5	7	0	0	5	0	0	*0	0	0	0	12	10
Southport	Collegiate Institute	— Fitz Gerald	Nonsect	1	1	20	15	0	0	3	7	10	10	0	0	0	15	10
Statesville	High School for Boys*	Profs. H F Burke and D G. Caldwell.	Nonsect	2	0	47	0	0	0	8	0	4	0	..	..	..	26	0
Do	Home School	Mrs. Fannie Morrow	Nonsect	0	3	0	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	22
Stoneville	Collegiate Institute	M. S. Smith	Nonsect		1	24	23	0	0	5	5	0	1	0	0	0	9	4
Tarboro	Female Academy	D. G. Gillespie	Nonsect		4	0	46	0	0	0	46			0	8	8	7	13
Taylorsville	High School	J. N. Correll	Presb	0	2	23	23	0	0	5	6	0	0	1	2	3	20	18
Trap Hill	Fair View Seminary	Joel F. Smith, A. M	M E	3		21	22	0	0	4	0	30	7	3	0	3	11	14
Trenton	High School*	W. H Rhodes	Nonsect			10	15	0	0	6	4						20	14
Vashti	Vashti Academy	Frank B Hendren	Nonsect		1	4	6	0	0	2	0	0	0	0	0	0	25	25
Warrenton	Male Academy	C. H. Scott	Nonsect		0	15	0	0	0	6	0	6	0	0	0	0	5	0
Warsaw	High School*	L. S. Cannon	Miss. Bapt.	0	1	25	.....	.....	.....	4	2	5	0	.....	.....	.....	18	12
Wilmington	Cape Fear Academy	Washington Catlett	Nonsect	2	0	68	0	0	0	30	0	0	0	3	0	3	40	0
Do	English and Classical School	Rev. Daniel Morrelle	P E	1	0	20	0	0	0	.....	.....	.....	.....	.....	.....	.....	1	0
Wilson	Male Academy*	E. Lee Middleton	Nonsect	3	0	50	0	0	0	10	0	4	0	0	0	0	78	0
Winton	Waters' Normal Institute	T. S. Brown	Bapt	1	0	25	15	0	0	5	0	.....	.....	.....	.....	.....	37	0
Woodland	High School	N. W. Britton	Nonsect	1	0	21	15	0	0	5	0	.....	.....	0	0	.....	9	0

NORTH DAKOTA.																			
Arvilla	Arvilla Normal and Classical Academy.	Rev J A. Brown, A. M., and Miss S. P Brown, B S.		2	2	42	50	..	..	12	14	10	7	0	2	2*	0	0
Grand Forks	St Bernard's College	Mother Stanislaus Rafter	R. C	0	4	6	25	0	0					0	0		45	125
Jamestown	Jamestown College*	Geo. Sumner Baskervill	Presb	2	3	10	13	0	0	1	0	3	0			3	0	0
OHIO.																			
Ada	Ohio Normal University	Henry S. Lehr, A M., president	Nonsect	15	5	1404	584	0	0	..						102	6	9
Austinburg	Grand River Institute	Rev R. G. McClelland	Nonsect	4	5	55	56			1	0	9	13	2	2	12	20	20
Barnesville	Friends' Boarding School	Jos C Stratton, supt	Friends	2	2	31	31	0	0	0		3	0			8	4	3
Central College	Central College Academy	C L Dickey	Presb	3	1	21	21	0	0	3	2	3	4	6	6	12	0	0
Cincinnati (5 W. Fourth st.)	Collegiate School	Rev J Babin, A B	Epis	4	0	21	0			11	0	0	0				3	0
Cincinnati (15 Morris st.)	Eden Park School for Girls	Madame Fredin	Nonsect	0	3	0	18	0	0					0	2		0	15
Cincinnati (196 Auburn ave.)	Mount Auburn Young Ladies' Institute.	H. Thane Miller, president	Nonsect	5	12	0	93	0	0							13	0	0
Cincinnati	St Francis Gymnasium	Very Rev Englert, O. S. F	R. C	7	0	84	0									10	0	0
Cincinnati (31 Bellevue ave., Mount Auburn)	School for Girls	Miss Katharine M. Lupton		0	5	0	26			0	6			0	2	0	1	2
Cleveland (156 Huron st.).	Cleveland Academy	Miss L. S. Andrews		0	3	0	18	0	0	0	0	0	0	0	0	2	7	5
Cleveland (785-787 Euclid ave.).	Hathaway-Brown School	Miss Mary E. Spencer	Nonsect	1	10	0	55	0	0	0	6	0	16	0	3	10	27	51
Cleveland (Jersey st.).	St. Ignatius College	Rev Henry Knappmeyer, S. J., president.	R. C	12	0	159	0	0	0	18	0			20	0	17	18	0
Columbus	Columbus Latin School	Frank T. Cole, A B., LL. B.		4	0	34	2	0	0	23	2	11	0	9	0	9	9	0
Columbus (151 E. Broad st.).	English and Classical School	Miss Lucretia Malvin Phelps.	Epis	5	8	0	125	0	0	0	3	0	0	0	0	7	0	75
Columbus	St. Joseph's Academy	Sister Mary Lignori, S N. D.	R. C	0	3	0	25									2	33	75
Crawfis College	Crawfis College	L. S. Lafferty	Nonsect	2	1	21	38	0	0							0	10	8
Damascus	Damascus Academy	Joseph C Hadley	Friends	1	2	39	0	0	0					2	0	2	40	0
Dayton	Dayton Academy	H. A Warren	Nonsect	2	0	12	0	0	0	4	0	3	0	4	0	4	0	0
Do	St Mary's Institute	Jas. Weckesser	R. C	6	0	49	0	0	0	0	0	49	0			7	224	0
Defiance	Defiance College	L. J. Tucker president.	Nonsect	4	2	15	10	0	0					2	1	17	40	25
Ewington	Ewington Academy	F. F. Vale	Nonsect	1	1	26	21	0	0	0	2	3	2	0	0	0	3	4
Fostoria	Fostoria Academy	J. S. Wilhelm	U B	1	1	10	7									4		
Gambier	Harcourt Place Seminary*	Miss Ada I Ayer, A. B	Epis	0	5	0	63	0	0	0	3	0	3	0	6	7	0	0
Do	Kenyon Military Academy	Lawrence Rust, M A., LL. D.	P. E	7	0	111	0	0	0	15	0	46	0	15	0	16	22	0
Granville	Granville Academy	J. D S Riggs, A. M., PH. D	Bapt	6	0	142	20	1	1	60	5	50	12	37	0	37	20	0
Green Spring	Green Spring Academy	Morris J. Holo, M S., A. E.	Nonsect	4	0	31	29	0	0	11	12	0	0	8	2	6	0	0
Hudson	Western Reserve Academy	N B. Hobart	Nonsect	4	1	64	14	0	0	20	1	6	0	14	2	18	0	0
Marietta	Marietta Academy	Martin R. Andrews	Nonsect	5	1	106	29	4	0	45	0	30	0	31	0	28	0	0
Marion	St. Mary's School	Rev James A. Burns	R C.	0	1	3	8										112	128
New Hagerstown	New Hagerstown Academy	J. Howard Brown.	Nonsect	1	1	13	6	0	0	5	3	0	0					
New Lexington	St. Aloysius' Academy	Mother Gonzaga	R. C	1	7	0	19	0	0							2	0	17
Oxford	Western Female Seminary Leila	S. McKee	Nonsect .c	0	12	0	163									17	0	0
Poland	Union Seminary	Eugene P Semple	Presb	2	0	15	16	0	0	5	8	2	2	1	2	3	0	0

* Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

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						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
OHIO—continued.																		
Portsmouth	Ohio Military Academy	Max Von Binzer	Nonsect	4	0	25	0	0	0					1	0	4	0	0
Reading	Mt Notre Dame Academy	Sister Superior	R. C	0	4	0	30	0	0	0	0	0	0	0	0	3	0	45
St Martins	Ursuline Academy	Sister M Baptista	R C	0	9	0	44			0	0	0	0			2	0	24
Sandusky	English and Classical School*	Mrs. L. C Balcani	Nonsect	1	3	15	20	0	0	3	2	10	15	4	1	10	10	12
Savannah	Savannah Academy	J W Bowlus	Nonsect	2	1	75	70							3	2	5	0	0
South New Lyme	New Lyme Institute	J Tuckerman, A. M, PH. D		1	2	53	52	0	0	30	33			2	3	28	74	84
South Salem	Salem Academy*	L. F Hennessy*	Presb	1	2	20	25	0	0	7	5	2	1			7	0	0
Springfield	Springfield Seminary	Miss Susan A. Longwell	Nonsect	0	7	0	48	0	0	0	3			0	0	7	18	25
Tiffin	Academical Department of Heidelberg University	T H. Sonnedecker	Reformed	5	0	54	30	0	0	17	2	25	18	22	14	36	0	0
Toledo	Ursuline Convent of the Sacred Heart	Ursuline Nuns		0	8	0	30	0	0					0	13	6	0	230
Wauseon	Northwestern Normal and Collegiate Institute	S. Metzler	Nonsect	8	2	70	80	0	0							9	80	90
Zanesville	Putnam Classical Institute*	Miss Helen J. Preston	Presb	0	5	0	42	0	0	0	0	0	0	0	0	6	0	8
OREGON.																		
Albany	College Institute*	Rev. Elbert N. Condit, A M	Presb	3	2	67	56	0	0	10	4	9	12	3	1	4	51	28
Baker City	St. Francis Academy	Sr Mary Cupertino	R. C	0	3	0	40	0	0	0	6	0	6	0	2	2	25	30
Coquille City	Coquille Academy	W. H. Bunch	7th-day Ad.	3	1	10	10	0	0	0	0	0	0	0	0	0	50	65
Drain	Drain Academy	Thos. C. Bell	Univ	1	2	18	20	0	0	1	0					6	47	58
Forest Grove	Tualatin Academy	James R. Robertson	Cong	5	2	48	44	0	0							0	0	0
Milton	Milton Academy	C. B. Clark	7th-day Ad.	4	2	28	17	0	0	10	13	15	12	0	0	0	66	66

Mount Angel	Mount Angel Academy	Mother M. Joanna	R. C	0	2	0	30					0	3			3	0	18
Portland	Bishop Scott Academy*	Jos. W. Hill, M.D., B. A	Epis	0	0	100	0	0	0						0	17	50	0
Do	Portland Academy	J. R. Wilson, S. R. Johnston	Nonsect	3		40	35	0	0	3	0	20	10	5	0	6	42	35
Do	St. Helen's Hall	Miss Mary B. Rodney	P. E	2		0	115	0	0	0		0	0	0	0	4	0	39
Do	St. Michael's College	Rev. Brother Lactain	R. C	3	0	36	0	0	0	4	0	16	0	16	0	6	96	0
St. Paul	St. Paul's Academy	Sister Mary Hyacintha	R. C	0		0	6			0	6					0	0	74
The Dalles	St. Mary's Academy	Sister M. Laurentia	R. C	0		0	13							0	3	2	51	122
Do	Wasco Independent Academy	Will C. Ingalls	Nonsect		2	19	27	0	0	4	0		0	1	0	3	16	11
PENNSYLVANIA.																		
Academia	Tuscarora Academy*	Josiah J. Ealer, jr	Presb	1		15	20	0	0	1	0	2	0				5	20
Allegheny	School for Girls	Miss Mary Maitland	Nonsect	0		0		0	0								0	2
Amber	Sunnyside School	Miss S. A. Knight	Nonsect	0		6	16	0	0	0	0			0	0	5	5	8
Armagh	Select School	C. A. Campbell	Nonsect	2	0	32	34	0	0	0	0	0	0	0	0	0	0	0
Barkeyville	Barkeyville Academy	John F. Bigler	Nonsect			23	16	0	0	8	1	0	0	1	0	1	39	31
Beaver	Beaver College and Musical Institute.	Rev. R. T. Taylor	M. Epis			0	84									6	0	16
Bellefonte	Bellefonte Academy	Rev. J. P. Hughes	Nonsect			20	30	0	0	15	10	5	5	10	5	15	30	10
Bethlehem	Moravian School	Rev. Chas. B. Shultz	Moravian	0	5	105	82	0	0	2	0	23	2	23	2	30	39	26
Do	Preparatory School for Lehigh University.	William Ulrich	Nonsect	7	0	101	0	1	0	15	0	36	0	60	0	60	20	0
Birmingham	Mountain Seminary	Miss N. J. Davis	Presb	0	2		64	0	0	4	8	0		0	1	4	4	6
Bustleton	St. Luke's Boarding School for Boys*	Charles H. Strout				49	0	0	0	3	0		0	3	0	7	0	0
Chambersburg	Chambersburg Academy	M. R. Alexander	Presb	3	0	62	0	0	0	40	0	10	0	9	0	9	0	0
Chester	Chester Academy	George Gilbert	Nonsect	2	2	23	25	0	0	2	0	0	0	2	0	6	20	2
Concordville	Maplewood Institute	Joseph Shortledge	Friends	4		27	0	0	0	5	0	2	0	0	0	6	0	0
Dry Run	Dry Run Academy	E. E. Pawling	Presb	2	0	32	43	0	0	3	0	0	0	1	0		0	0
Elder's Ridge	Elder's Ridge Academy	Rev. N. B. Kelly, A. M	Nonsect	2	0	28	17	0	0	13	7	0	0	1	1		0	0
Erie	Erie Academy	George A. Willey, A.M., M.D.	Nonsect	1	1	6	8	0	0	2	0	0	0			2	22	25
Do	St. Benedict's Academy	Benedictine Sisters	R. C	0	1	0	15			0	5	0	0	0	0	0	0	20
Factoryville	Keystone Academy	David W. Brown	Bapt	5	4	121	106							1	0	5	0	0
Fawn Grove	Fawn Grove Academy	M. G. Cocklin			0	5		0	0	0	0	2	2	0	0	0	13	17
Fredericksburg	Schuylkill Seminary	Rev. G. Holzapfel, A. M	Evang. Ass.	7	2	45	23	0	0	5	1	11	2	2	1	9	0	0
Germantown	Germantown Academy	William Kershaw, PH. D	Nonsect	8	7	253	0	0	0	75	0	125	0	18	0	18	0	0
Germantown (204 W. Chelton ave.)	Miss Mary E. Stevens' School	Miss Mary E. Stevens	Epis		5	0	55	0	0	0	0	0	0	0	12	12	0	45
Greensburg	Greensburg Seminary	W. M. Swingle, PH. D	Luth	5	3	140	190			20	8	5	0	10	1	18	0	0
Do	St. Joseph's Academy for Young Ladies*	Mother Regina	R. C	0	2	0	53	0	0							4	0	86
Harrisburg	The Misses Tomkinson's School	Miss Martha M. Tomkinson	Nonsect	2	5		28	0	0	0	3	1	7	0	2	4	23	33
Jamestown	Jamestown Seminary	Edwin F. Mason	Nonsect			21		0	0	2	0	1	2	2	0	3	19	4
Jefferson	Monongahela College	Solomon F. Hogue	Bapt		1	74	25	0	0	4	10	29	21	21	10	24	12	12
Jenkintown	Abington Friends' School	Arthur H. Tomlinson	Friends	2	5	33	39	0	0							4	37	21
Kennett Square	Martin Academy	J. Henry Painter	Friends	2	3	50	20	0	0	4	2	3	0	0	2	5	10	3
Kingston	Wyoming Seminary	Rev. L. L. Sprague	M. E	10	8	370	260			55	4	42	0	16	0	35	0	0
Lancaster	Yeates Institute	Rev. Montg. Rogers Hooper	P. E	2	0	30	0			14	0		0	2	0	2	12	0
Langhorne (806 N. Duke st.)	Friends' Institute	Cassandra H. Rice	Friends		3	30	24	0	0	2	6	0	0			0	10	10

* Statistics of 1890-'91.

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						Secondary		Colored		Preparing for college								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
PENNSYLVANIA—continued																		
Lansdowne	Darby Friends' School	Miss Belle H Mooney	{Friends. Hicksite}	2	2	33	21	0	0			1	0				12	8
Lewiston	Lewistown Academy	Julien C Pla	Nonsect	1	1	18	18	0	0	4	0	1	0	1	1		0	0
Ligonier	Classical Institute	E. H Dickinson, A M	Nonsect	1	1	19	28	0	0	2	0						23	0
McEwensville	McEwensville Academy	I H Mauser	Nonsect	1	1	31	33	0	0	7	0			0	0		0	0
McSherrystown	St. Joseph's Academy	Mother Ignatius	R C	0	1	0	23	0	0	0	0	0		0	1	1	0	11
Martinsburg	Juniata Collegiate Institute*	P H Bridenbaugh	Nonsect	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0
Media	Graysdale Seminary	Miss Mary E. Williamson	Nonsect	0			13	0	0								7	11
Do	Providence Preparative Meeting School.	Alice W Jackson	Friends	0			7	0	0	0	0	2	0	2	0	2	5	13
Mercersburg	Mercersburg College	Geo. W Aughinbaugh, D. D	Reformed	1	2	27	21	0	0	12	0	0	0	4	3	7	0	0
Meyersdale	Preparatory School	John D. Meese				5	10	0	0	0	0	1	5			0	50	40
Millville	Greenwood Seminary	Henry R. Russell	Friends			24	23	0	0	0	0	0	0	0	0	0	12	6
Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.	Rev. Leroy Stephens, D. D.	Bapt	3	2	29	17			13	2	1	1	5	1	9	33	55
Myerstown	Palatinate College	Rev E L. Kemp, A. M., president.	Ger. R			80	48	0	0	26	1			8	0	10	0	0
New Bloomfield	Bloomfield Academy	Jos. M. Arnold	Nonsect		2	60	46	1	0		0	7	2	2	1	3	0	0
Newtown Square	Friends' Boarding and Day School.	Elizabeth Lloyd	Friends	0		3	13	0	0		0	0	0			0	5	4
North East	St. Mary's College	Rev. A. Dooper	R C	0	0	100	0	0	0		0	0	0			7	0	0

North Hope	North Washington Academy	S. R. McClure	Nonsect	2	1	11	12			6	1			0	0	2	24	57
North Wales	North Wales Academy and School of Business	S. W. Brunner	Nonsect	2	3	23	14	0	6	4	4	3	0	1	2	5	11	6
Oakdale	Oakdale Academy	Rev. J. M. M. McJunkin	Presby	3	3	13	15										22	36
Ogontz	Cheltenham Academy	John Calvin Rice	Nonsect	3	0	77	0	0	0	7	0	17	0	5	0	6	3	0
Oley	Oley Academy	Martin S. Harting	Nonsect	1	1	50	30	0	0	7	1	3	0			0	52	37
Oxford	Oxford Academy*	Rev. Jas A Marshall, M A	Presb	2	1	27	16	0	0	8	4	6	2	3	2		0	0
Philadelphia (401 S. Twenty-second st.).	Blight's School for Boys	Mr S. Blight, jr		5	0	30	0			24	0	6	0			0	20	0
Philadelphia (4112 Spruce st.).	Boarding and Day School for Young Girls.	Miss Elizabeth F. Gordon		0	8	0	80	0	0	0	6	0	0	0	2	2	0	35
Philadelphia (248 S. Twenty-first st.).	Day School for Girls	Misses Hayward	Nonsect	0	9	0	62	0	0	0	4	0	4	0	0	6	0	0
Philadelphia (4313 Walnut st.).	French and English Home School	Madame H. V. F Clerc	Epis	0	6	0	21	0	0	0	14	0	7			7	0	0
Philadelphia (Fifteenth and Race sts.).	Friends' Central High School	Miss Annie Shoemaker, Geo. L. Maris	Friends	10	30	212	394	0	0	2	4	4	0	6	1	45	0	0
Philadelphia (140 N Sixteenth st.)	Friends' Select School	J. Henry Bartlett	{Friends / Orthodox.}	4	7	52	84	0	0							3	36	32
Philadelphia (2037 De Lancey Place).	Miss Gordon's School	Miss Gibson	Nonsect	1	4	0	15									0	0	12
Philadelphia	Girard College for Orphans	Adam H. Fetterolf, LL. D., president.	Nonsect	21	29	1,111	0	0	0	0	0	0	0	0	0	30	475	0
Philadelphia (Forty-first and Chestnut sts.).	Hamilton School	Le Roy Bliss Peckham	Nonsect	3	0	50	0	0	0	35	0	15	0	6	0	6	60	0
Philadelphia (5012 Elm ave).	Home School for Girls	Mrs. L. M. B. Mitchell	Nonsect	1	5	0	22	0	0	0	3	0	1	0	2		1	2
Philadelphia (2011 De Lancey Place)	Agnes Irwin's School	Miss Agnes Irwin	Nonsect	2	13	0	117	0	0					0	1	4	0	13
Philadelphia (3903 Locust st.).	Martin's School for Boys*	George F. Martin, A. M	Nonsect	6	0	46	0	0	0	20	0	26	0	9	0	9	0	0
Philadelphia (Chestnut Hill)	Mount St. Joseph Academy	Sisters of St. Joseph	R. C	0	4	3	65									4	15	30
Philadelphia (700 N Broad st.).	North Broad Street Select School	George Eastburn, M. A., PH. D.	Nonsect	11	2	131	0	0	0	20	0	15	0	10	0	11	13	0
Philadelphia (northeast corner Eighteenth and Chestnut sts.)	Rittenhouse Academy	De B. K. Ludwig	Nonsect	7	0	43	0	0	0							18	0	0
Philadelphia (1415 Locust st.).	Rugby Academy	Caleb Allen	Nonsect	8	1	69	0	0	0	10	0	15	0	18	0	25	21	0
Philadelphia (1427 N. Sixteenth st.)	Schleigh Academy	Miss F. M Schleigh	Nonsect	0	3	0	31										0	30
Philadelphia (2101 Spruce st.)	Walton School	Cordelia Brittingham	Nonsect	1	4	0	66	0	0	0	9	0	11	0	6		0	21
Philadelphia (1602 Green st.).	West Green Street Institute	Miss Martha Laird	Nonsect	1	7	0	35	0	0	0	0	0	0	0	0	2	0	14

* Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office	Name.	Principal	Religious denomination.	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
PENNSYLVANIA—continued																		
Philadelphia (2045 Walnut st.).	West Walnut Street Seminary	Mrs Henrietta Kutz	Presb	0	4	0	40	0	0							6	0	40
Philadelphia (8 S Twelfth st.).	William Penn Charter School	Richard M Jones, M A	Friends	9	11	377	0	0	0	125	0	252	0	33	0	33	0	0
Pittsburg	Bishop Bowman Institute*	Rev. Robert J Coster	P E	2	3	0	50	0	0	0	0	0	0	0	0		0	25
Do	Ursuline Young Ladies' Academy	Mother St. Francis	R C	0	10	0	75	0	0	0	50			0	0	0	0	25
Pottstown	The Hill School	John Meigs		14	0	105	0	0	0	60	0	40	0	12	10	12	10	0
Prospect	Normal and Classical Academy	F. W Magee	Nonsect	1	1	60	55	0	0							9	5	5
Reading	Selwyn Hall	Rev. Wm. J Wilkin, A M	P. E.	6	0	83	0	0	0	13	0	6	0	0	0	0	5	0
Rimersburg	Clarion Collegiate Institute	A. O Reiter	Reformed	2	0	20	15	0	0	3	1	2	0	2	1	3	14	16
Saltzburg	Kiskiminetas Spring School	Wilson and Fair		5	2	45	0	0	0	25	0	20	0	10	0	12	0	0
Scranton (1522 Wyoming ave).	Green Ridge School	Frances A. Snyder and Marcia P. Snyder.	Nonsect	0	4	7	30	0	0	1	0	0	0	1	2	2	17	13
Scranton	School of the Lackawanna	Rev. Thomas M. Cann	Nonsect	1	1	80	82	0	0	16	8	20	7	10	7	15	16	12
Selin's Grove	Missionary Institute	J. R Dimm, D. D	Ev Luth	5	1	105	120	0	0	30	5	1	0	4	1	5	0	0
Sharon	Hall Institute	T A. Edwards	Bapt	4	3	23	22	1	0	16	2			4	0	13	0	0
South Bethlehem	Bishopthorpe School	F J Walsh	Epis	0	7	0	24									0	0	0
Springtown	Springtown Academy	A. J. Reinhard, A B.	Nonsect	2	0	17	5	0	0	0	0	1	0	0	0	0	14	7
Stanton	Belleview Academy	J R Millin, A M	Nonsect	2	0	11	12			3	3					0	12	15
Sugar Grove	Sugar Grove Seminary	H. J White	Un Breth	5	3	60	120	1	1	12	6	7	10			12	0	0

Uniontown	Redstone Academy and Commercial College.	Jas. H. Griffith	Nonsect	2	2	55	52	0	0	4		10	4				8	14
Ward	Ward Academy	Benj. F. Leggett	Meth	1	1	2	3	0	0	0	0	0	0	0	0	1	22	16
Washington	Trinity Hall	A. C. Arnold	Nonsect	2	0	10	0	0	0	5	0	5	0	4	0	4	15	0
Waterford	Waterford Academy	G. R. Green	Nonsect	2	1	36	40			2	0	2	0			11	0	0
West Chester	Darlington Seminary for Young Ladies.	Richard Darlington	Friends	0	7	0	52	0	0	0	5	0	3	0	3	10	0	20
West Sunbury	West Sunbury Academy	S. J. Christley	Nonsect	1	1	50	56			20	18			15	20	18	5	10
Wilkesbarre	Harry Hillman Academy	H. C. Davis	Nonsect	6	2	90	0	0	0	13	0	27	0	11	0	16	25	0
Williamsport	Dickinson Seminary	Rev. E. J Gray, D. D		3	2	103	72			7						16	9	6
Wyncote	Chelton Hills School	Mrs. E W. Heacock	Nonsect	1	6	8	33	0	0	2	3	0	0	0	0	2	14	12
York	Collegiate Institute	Rev. James M. Dougall, PH. D.	Nonsect	4	2	57	34	0	0	7	0		0	2	0	9	3	5
RHODE ISLAND.																		
East Greenwich	East Greenwich Academy	F. D. Blakeslee	Meth	5	8	144	121	0	0	20	2	8	4	4	5	12	0	0
East Providence	Select School*	Miss Annie E J Hazard	P. E	0	1	8	7	0	0								26	17
Peace Dale	South Kingston High School*.	Sumner Mowry		1	2	12	20	8	0	1	2	1	0	0	2	4	0	0
Providence, (Elmhurst	Academy of Sacred Heart	Madame O'Rorke	R. C	0	3	0	82	0	0					0	0	10	0	55
Providence (63 Snow st.)	English and Classical School	Chas. B. Goff, PH. D.	Nonsect	18	0	146	0	0	0	90	0	25	0	8	0	13	70	0
Providence (119 Franklin st.)	La Salle Academy	Brother James	R. C	7	0	169	0									5	30	0
SOUTH CAROLINA.																		
Aiken	Aiken Institute	J. F. McKinnon, A. B	Nonsect	2	2	60	76	0	0	4	0	2	0	4	1	6	34	40
Anderson	Home School	Miss L. C. Hubbard		1	1	6	22	0	0	6	22						0	30
Do	Patrick Military Institute	Col. John B. Patrick	Nonsect	6	0	113	0	0	0						0	8		0
Batesburg	High School*	H. Rhodes Hundley.	Bapt			16	12	0	0	16	12	0	0				20	15
Charleston	Academy of Our Lady of Mercy	Sister Mary Agatha	R C	0	4	0	50									5	0	40
Do	Female Seminary	Miss E. A Kelley	Nonsect	0	6	0	100	0	0							12	0	20
Do	High School of Charleston	Virgil C Dibble, A M	Nonsect	7	0	167	0	0	0	25	0	30	0	10	0	12	23	0
Do	Porter Academy	Charles J Colcock, jr	Epis	7	0	42	0	0	0							8	65	0
Do	Private School	Mrs. Isabel A. Smith		0	3	0	80	0	0	0	0	0	0	0	0	5	0	20
Charleston (141 Meeting st.).	University School	W D. McKenney	Nonsect	3	0	40	0	0	0	25	0	0	0			0	12	0
Charleston	Wallingford Academy	Rev. L. A. Grove	Presb	1	6	24	44	24	44	8	9	8	12	3	2	5	177	200
Chesterfield	Chesterfield Academy	N. R. Baker	Nonsect	2	1	40	28	0	0						3	4	25	18
Clinton	High School and Preparatory Department of Presbyterian College of South Carolina.	J. L Cleland, A. S	Presb	1	1	17	12	0	0	9	3	8	9			8	16	17
Clinton	Thornwell Orphanage	Rev. Wm. Plumer Jacobs, D. D.	Presb	1	4	26	33			6	13			3			22	20
Clio	Hebron Academy*	J Wright Nash	Nonsect	1	1	5	18	0	0	12	18	0	0	2	0	2	10	12
Cokesbury	Cokesbury Conference School	C C Reed	Meth	1	1	12	8	0	0	8	7	0	0	0	0	0	12	8
Donalds	High School	W. T Hudson	Nonsect	1	0	7	10	0	0	8	2	3	4	2	3	10		23
Dudley	Dudley Academy	H. E. Copple	Bapt	1	0	7	12	0	0	0	0	0	0	0	0	0	5	3
Gilcree	Harlin Institute	F. M. Sherdian	Nonsect	1	1	45	50					2	0	0	0	0	35	30

* Statistics of 1890–'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

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						Secondary		Colored		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
SOUTH CAROLINA—continued.																		
Hartsville	High School*	A. J. Bradshaw	Nonsect	0	1	25	33	0	0	6	6	----	----	3	2	8	18	18
Honea Path	High School	J. B. Watkins	Nonsect	1	1	41	40	0	0	18	15	----	----	----	----	9	68	62
Jordan	Jordan Academy	John M. Knight	Nonsect	1	1	7	12	0	0	7	12	0	0	0	0	0	15	20
Lancaster	Franklin Institute*	F. J. Smith	Nonsect	1	1	18	7	0	0	0	0	0	0	0	0	0	13	15
Leesville	English and Classical Institute*	Rev. L. E. Busby, A. M.	Nonsect	1	1	30	22	0	0	10	6	5	0	0	5	5	4	3
Lexington	Parmetto Collegiate Institute	P. E. Rowell	Nonsect	2	4	43	47	0	0	----	----	----	----	----	----	12	20	24
Lowndesville	High School	H. B. Humbert	Nonsect	1	0	5	2	0	0	4	2	----	----	----	----	6	18	10
Manning	Collegiate Institute	Donald D. Salley	Nonsect	1	1	3	10	0	0	0	0	0	0	0	0	0	47	25
Pine Ridge	Pine Ridge Academy	S. C. Ballentine	----	2	0	7	3	0	0	----	----	0	0	0	0	0	25	30
Reidville	Female College	A. Spencer	Presb	1	2	0	15	0	0	----	----	----	----	0	0	0	0	15
Do	Male College*	A. Spencer	Presb	2	0	30	0	0	0	----	----	----	----	----	----	0	20	0
Sautuck	Sautuck Academy*	Miss Nellie Brown	Meth	1	1	15	24	----	----	4	18	----	----	----	----	----	9	19
Stokes Bridge	Hebron Academy	W. A. Masseheau	Nonsect	1	0	24	16	0	0	6	1	0	1	0	0	0	30	27
Summerville	High School*	William Simons	Nonsect	1	0	12	0	----	----	----	----	----	----	----	----	----	0	0
Williamston	High School	J. W. Gaines	Nonsect	1	0	18	3	0	0	----	----	----	----	1	0	0	14	2
Woodruff	Bethel Male and Female High School.*	M. A. Cox	Bapt	1	1	15	2	0	0	0	0	0	0	0	0	0	35	7
SOUTH DAKOTA																		
Canton	Augustana College	Anthony G. Tuve	Luth	4	2	56	14	0	0	40	12	0	0	4	0	4	45	15
Scotland	Scotland Academy	J. O. Duguid	Presb	2	1	21	12	0	0	19	8	0	0	0	0		18	6

TENNESSEE.																	
Andersonville	Big Valley Academy*	S. A. Walker	Baptist	2	0	40	18	0	0	8	5	6	2	0	0	24	30	18
Beech Grove	Beech Grove College	M. Parker	Nonsect	2		13	6									0	26	22
Bellbuckle	Webb's School	W. R. and J. M. Webb	M. E. So	5	0	288	9	0	0					16	0	16	0	6
Bell's Depot	Bell's High School	M. Rose	Nonsect		0	18	21	0	0	0	0	0	2	0	4		38	38
Benton	Benton Academy and Business College*	I. J. Woods	Nonsect			12	8	0	0	0	0	2	0			17	54	55
Bloomingdale	Kingsley Seminary	Joseph H. Ketron	M. E	3		40		0	0	8	0	0	3	0	0	0	55	35
Bloomington	Bloomington College	Rev. J. M. Carter, D. D.	M. E	2		46	16	0	0								50	40
Brownsville	Wesleyan Female College	J. W. Crander	M. E. So			17	34	0	0	17	34	0	0	0	20	0	16	34
Butler	Holly Springs College	Jas. H. Smith	Nonsect	3	0	81	24	0	0	3	1	15	9				78	72
Carthage	Geneva Academy	N. L. Gold	Nonsect		1	19	9										30	51
Cave	Onward Seminary	R. L. Jones	Nonsect	1	0	20	15	0	0			0	0	0	0	0	60	40
Centerville	High School	Chas. H. White	Nonsect			0		0	0			1	0			0	20	13
Chapel Hill	Chapel Hill Academy*	R. L. Harris	Nonsect		2		20	0	0	2	0	7	4	0	0	0	20	25
Chattanooga	Caulkins School	Wilford Caulkins, A. M.				18	2	0	0	2	0	16	2	1	1	2	23	44
Do	College for Young Ladies	Jno. L. Cooper		3	3	0		0	0	0	3	0	22	0	12	2	0	22
Church Hill	Church Hill Academy	P. L. Henderson	Nonsect	2	10	53	42	0	0	40	30			4	6	6	22	18
Clarksville	Female Academy	Mrs. E. G. Buford	M. E. So	0		0	57	0	0							5	10	20
Clear Springs	Fairview Academy*	Rufus Harrell	Nonsect					0	0	6				14	8		63	40
Cleveland	Centenary Female College	Rev. David Sullins	M. E. So	4		0	94	0	0	0	55			0	31	8	0	36
Clifton	Clifton Masonic Academy	J. F. Hughes			8	14	19											
Clinton	High School	E. L. Foster	Nonsect	2	2	25	20	0	0								38	145
Columbia	Female Institute	Rev. Geo. B. Beckett	Epis	0	1	0	54	0	0							15	0	96
Do	University High School*	Henry J. Fusch	Nonsect		0	38	0			12	0			0	0	0	0	0
Covington	James Byars' School	James Byars	Nonsect		0	12	1	0	0			11	1	0	0	3	0	0
Do	Tipton Female Seminary	Geo. D. Holmes	Nonsect		0	2	81	0	0							8	15	28
Culleoka	Culleoka Academy*	Misses Macon and Myers	M. E. So	0	3	8	6	0	0	0	0	0	0	0	0	0	20	20
Darden	Darden Academy	I. S. White				30	35										50	40
Decatur	Chattanooga High School	D. E. Hawk		2		38	46	0	0	14	12						41	38
Dover	Dover Academy and Business Institute	C. F. Wilson	Nonsect		0	9	7	0	0	3	4	0	0	2	4		50	75
Eve Mills	Tulogahler College	W. Morris Harrison	Nonsect	1		30	23	0	0	8	0	7	6	7	3	11	20	32
Fayetteville	Collegiate Institute	James A. Tate	Nonsect	3		74	26	0	0	0	0	0	0	0	0	0	80	60
Franklin	Franklin Academy	P. Campbell	Nonsect	3	0	52		0	0								6	3
Do	Wall and Mooney's School	W. D. Moone, A. M., and S. V. Wall.	Nonsect	3	0	167	0	0	0	95	0	40	0	12	0	15	0	0
Gleeson	Masonic Institute*	J. W. Douglass			0	18		0	0	3		2	0	0	0	0	83	41
Gordonsville	High School*	N. L. Gold				12		0	0	2	1	0	0	0	0	0	66	46
Grand View	Normal Institute	R. E. Dickson	Cong.		3	33	15	0	0	0	0	0	0			0	53	36
Grant	Franklin Institute*	H. J. Arnold	Nonsect		0	10	8	0	0	0	0	3	1	0	0	0	20	18
Green Brier	Central Tennessee Normal	N. J. Pritchard	Nonsect			36	20	0	0	0	0	0	0	0	0	0		
Greeneville	Collegiate Institute	Jacobus D. Droke, A. M.	M. E. So			15	18	0	0	5	18	0	0	0	0	0	17	33
Hartsville	Masonic Institute	H. L. W. Gross	Nonsect			50	35	0	0		0			5	0		30	30
Helenwood	Private School*	Anna Ryall	Nonsect	0		3	6	0	0	0	0	0	0	0	0	0	24	9

* Statistics of 1890-'91

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						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
TENNESSEE—continued.																		
Henderson	Male and Female College and Jackson District High School	I. B Day	Meth. So.	2	2	30	40	...	...	16	14	...	...	...	...	7	40	50
Holladay	Holladay Independent Normal	J. W Murphy	Nonsect	2	0	26	24	0	0	...	...	...	...	...	...	...	7	4
Howell	Howell Academy	R. K Morgan	Nonsect	1	0	10	2	0	0	4	2	0	0	0	0	0	36	36
Huntingdon	Southern Normal University	J A Baber	Nonsect	6	4	150	100	0	0	10	4	0	0	...	...	20	100	80
Knoxville	Knoxville College	J. B McCulloch	United Pres	2	8	52	47	52	47	0	0	0	0	2	0	2	30	27
Do	University School	Lewis M G Baker	Nonsect	4	0	85	0	0	0	65	0	20	0	0	0	0	19	0
Lexington	Lexington Academy	S. A. Mynders, A. B.	...	1	3	85	95	0	0	3	0	...	...	5	6	4	10	12
Lewisburg	Haynes-McLean School	J. B. Haynes and W. W. McLean.	Nonsect	2	1	40	60	...	...	15	10	...	...	...	...	...	20	30
Loudon	High School	D Balharrie Simpson	Nonsect	1	1	30	19	0	0	3	8	0	0	...	...	0	15	6
McKenzie	McTyeire Institute	Joshua H Harrison	M. E. So.	2	0	30	20	0	0	30	20	0	0	6	1	7	22	23
Martin	McFerrin College	J. T Williams, A B.	M E So.	2	4	51	70	0	0	12	20	16	8	4	8	12	18	20
Martins Mills	Southern Normal College *	R. L. Sutton	...	2	1	34	32	0	0	...	...	30	25	...	...	...	40	32
Memphis (269 Poplar street).	Clara Conway Institute *	Miss Clara Conway	Nonsect	0	6	0	75	...	...	...	...	...	...	...	...	...	0	125
Memphis	Memphis Institute	Wharton Stewart Jones	Nonsect	5	5	102	2	...	...	...	...	...	...	...	...	...	10	0
Memphis (366 Poplar street).	St. Mary's School	Sister Hugh Etta	Epis	2	8	85	0	...	...	...	...	...	...	...	...	...	36	0
Nashville	Boscobel Female College *	I P Hamilton	Bapt	1	8	0	100	...	...	...	...	...	...	0	1	8	0	20
Do	Mrs. Clark's Select School for Young Ladies.	Miss B A Johnson	Nonsect	0	5	0	65	...	...	...	...	...	...	0	2	8	0	0

Do	Montgomery Bell Academy	S. M. D. Clark	Nonsect	4		73		0	0	6	7	5	0	1	0	8	49	0
Do	St. Cecilia Academy	Mother Ursula	R. C	0	6	0	66			0	2	0	0			9	30	55
Nettie Carrier	Alpine Institute	B. O. Bowden, president	Nonsect	2	2	90	15	0	0	35	16	18	4	5	5	10	30	29
Orlinda	Normal Academy*	D. B. Borthick	Nonsect			20	15	0	0	8	2			0	0		10	25
Orysa	Hatchie Academy	A. B. Cooke			0	0	5										11	7
Overall	Salem Academy	L. V. Ellington			0		10			12	9						16	14
Paint Rock	Seven Island Academy	Prof J. H. Fritts			0	20	15	0	0	5	4	4	4				40	30
Persia	Holston Valley High School	J. T. Poke	Bapt	2		50	35			3	3	3	2	0	0	0	30	25
Prospect Station	Prospect Academy	D. J. Moore	Nonsect		2	50	62	0	0	12	15	16	10	0	0	0	20	18
Readyville	High School*	A. C. Speer	Nonsect	0	2	31	2	0	0	0	0	1	0	0	0	0	30	15
Ripley	Lauderdale Institute	F. M. Malone	Nonsect			20	24	0	0	1	1	10	12	3	7	10	50	32
Rogersville	McMinn Academy	G. Holman Gardner	Presb		0	25	0	0	0			0	0	0	0	0	25	0
Smithville	Pine Fountain College*	B. F. Holmes	Meth		1	30	40	0	0	0	0	7	5	2	5	6	97	88
Sneedville	McKinney High School*	S. L. Carson	Nonsect		0	12	8	0	0	2	0	3	1			0	20	23
Somerville	Somerville Female Institute*	N. A. Flournoy	Nonsect	0	2	0	27			0	0	5	5	0	10	10	33	37
Spring House	Sulphur Spring Academy	C. C. Julius and J. W. Williams	Nonsect	2	0	55	35	0	0	15	10						40	29
Sweet Water	Sweet Water College*	J. L. Backman	Nonsect		0	30	0			14	0						14	0
Tazewell	Tazewell College	C. Y. Chapman, A. M.	Nonsect		2	12		0	0	0	0	0	0	0	0	0	32	32
Tiptonville	Male and Female Academy	D. L. Van Amburgh	Nonsect			10		0	0	4	0	0	0			0	43	43
Trenton	Laneview Academy	J. W. Meadows	Nonsect		0	35	35			18	5	12	3				41	47
Troy	Obion College	A. B. Collom, A. B.	Nonsect		0	10		0	0	10	14	0	0	0	0	0	75	26
Viola	Viola Normal School	E. D. Sousley, A. B.			0	20	25	0	0	6	4	4	3	2	2		20	22
Wheat	Roane College	Rev. John P. Dickey, A. M.	Nonsect	2		30	43	0	0	6	1	30	43			0	20	22
White Pine	Edwards' Academy	W. G. Little	United B			24	16	0	0					3	1	4	56	26
Williston	Williston Academy	Rev. J. T. Nolen				35	25			3	0							23
TEXAS.																		
Alto	High School	J. P. Matthews			0	8	12	0	0	0	0	0	0	0	0	0	40	40
Austin	Hood Seminary*	Mrs. E. W. Hood	Nonsect		2		29	0	0	0	0	0	0	0	0	0	8	19
Do	Tillotson Institute	William M. Brown	Cong		0	8	0	8	0	7	1	0	0	0	0	3	71	24
Belton	Male Academy	Chas. H. Wedemeyer		3	0	62	0			0	0	20	0	4	0	4	50	0
Bonham	Bonham Lyceum*	T. N. Williams	Nonsect	3		44	30	0	0			6	0				73	40
Do	Carlton College	Chas. Carlton		0	2	0	60			0	0	0	0			3	24	27
Do	Masonic Female Institute	J. B. Lyle		0	3	0	50	0	0	0	50	0	0	0	2	2	0	0
Brownsville	Incarnate Word Academy	Sisters Incarnate Word		0	5	0	100	0	0								50	150
Buffalo Gap	Buffalo Gap College	R. W. Benge	Cumb. Pres	2		30	20	0	0	6	0	0	0	0	0	5	40	35
Carthage	Panola Male and Female College	L. C. Libby	Nonsect	2	1	40	49	0	0	0	0	0	0	0	10	10	75	26
Chico	Male and Female Institute	Haggard & Witt		2	3	76	101	0	0	9	7	8	4				75	30
Comanche	Comanche College*	W. F. Rogers				42	67	0	0	50	30	8	12	0	0	0	197	239
Cooper	East Texas Normal College	W. L. Mayo	Nonsect	5	1	134	15	0	0	45	33	34	18	14	6	24	62	46
Corpus Christi	Female College	J. D. Meredith, A. M.	Nonsect	0	2	0	67	0	0	0	67			0	65	2	0	0
Cuero	Cuero Institute*	D. W. Nash		2		52	39			20	5						65	105
Eddy	Literary and Scientific Institute	Mrs. J. M. Bedichek		0	1	10	10	0	0	5	4	4	5	0	0	0	40	40
Galveston	Bickler Academy	Jacob Bickler			2	71	6	0	0	3	0	4	3	1	0	0	17	6
Do	Ursuline Academy	Mother Mary Joseph	R. C	0	4	0	58	0	0					0	0	3	0	45
Hearne	Hearne Academy	Rev. H. M. Williams	Bapt	2			30	14	30	2	0			2	1	3	48	188
Kilgore	Alexander Institute	George J. Nunn	M. E. So	2	2	50	45	0	0							3	50	50
Marshall	Bishop College	Rev. N. Wolverton, B. A.	Bapt	4	5	121	80	121	80	17	1	0	0	0	0	0	52	52
Minden	Rock Hill Institute	G. I. Watkins		3	0	35	25	0	0	2	3	2	3				50	50

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office.	Name.	Principal.	Religious denomination	Secondary instructors		Students.								Number of college preparatory students in the class that graduates in 1892		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary		Colored		Preparing for college: Classical course.		Preparing for college: Scientific course						
				Male.	Female	Male.	Female.	Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.		Male	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
TEXAS—continued.																		
Moulton	Moulton Institute	M. H. Allis	Nonsect	1	2	28	24	0	0	0	0	0	0	0	0	0	32	37
Oak Cliff	Central Academy	Prof. Waldemer Malcolmson	Nonsect	1	1	30	12	0	0	10	2	0	1	8	2	11	8	12
Quanah	Quanah College	Rev J L. Dickens, PH D., LL. D.		2	3	0	55	0	0	0	10	0	8	0	10	1	0	15
San Antonio	German-English School	Miss Barbeck		2	2	10	10										33	35
Do	St. Mary's College	Rev. Francis Feith	R C	5	0	50	0	0	0			40	0				200	0
Do	San Antonio's Academy	W. B. Seeley, PH D		2	0	40	0			10	0	4	0				20	0
Do	Ursuline Academy	Sister M. Ursula	R C	0	6	0	80	0	0	0	30	0	0	0	16	9	0	105
San Marcos	Coronal Institute	A. A. Thomas	Meth So	3	4	105	150	0	0	0	0	0	0	0	0	10	25	30
Savoy	Savoy College*	W. B. Jones	Nonsect	2	0	9	18	0	0	4	3	0	0	0	4	0	20	42
Sequin	Montgomery Institute*	N. B. Fuller	Epis	0	2	0	24											12
Sherman	North Texas Female College	Mrs. L. A. Kidd	Meth	4	12	0	270	0	0							36	2	7
Do	Sherman Institute and Conservatory of Music and Art.	I. G. Nash	Nonsect	0	12	0	162	0	0							16	0	0
Sunset	Sunset College*	J. P. Bryan		1	1	25	30	0	0	9	10	12	1	0	0	0	60	65
Van Alstyne	Columbia College	H. L. Piner	Nonsect	5	4	50	60	0	0	20	20	15	0	0	0	0	80	60
Vernon	Jones's School*	G. A. Jones	Meth	1	2	3	16	0	0	3	7	1	0	1	2	0	21	29
Victoria	High School	Melvin Hix	Nonsect	1	1	7	12	0	0	1	0	0	0	0	0	0	45	51
Do	Nazareth Academy	St Mary St. Claire	R C	0	5	0	30									0	0	300
Do	St. Joseph's College and Diocesan Seminary*	Rev L. Wyer	R C	1	0	15	0	0	0	4	0	2	0	5	0	0	184	0
Walnut	Central College*	T. W. Elliott	Nonsect	2	0	23	16	0	0								109	121

Whitewright	Grayson College	E. T. Kemp, president	Nonsect	6	8	201	99	0	0	29	13	39	17	..	..	17	125	131
Whitt	Whitt Seminary and Normal School	J. N. Johnston, president	Nonsect	1	1	60	68	....	..	8	6	8	6	8	6	..	....	....
Willis	Male and Female College	Geo. H Stovall, president	Nonsect	2	1	20	25	0	0	8	2	0	0	3	2	5	60	75
UTAH.																		
Logan	Brigham Young College	J. H. Paul, president		9	1	180	96	0	0		....	....	....	....	....	7	28	28
Mill Creek	Central Seminary	Horace Cummings	L D S	1	1	61	41	0	0		...	....	....	....	....	..	20	10
Mount Pleasant	Wasatch Academy	Isaac Newton Smith	Presb	0	2	18	16	0	0		..	...	....	0	0	0	66	54
Ogden City	Ogden Military	O. L Howard	Nonsect	3		41	10		0	0	0	9	0	2	0	11	20	0
Park City	Park Academy*	David Dennis	Cong	0		15	17	0	0	0	2	0	0	1	2	3	20	40
Provo	Brigham Young Academy*	Dr K. G Maeser	L. D. S		1	41	39	0	0	2	1	12	3	0	0	13	89	14
Do	Proctor Academy	Prof Forest E. Merrill	Cong			8	20	0	0			....	...	0	0	3	100	100
Salt Lake City	All Hallows College	Rev. Thomas Henry	R C	10	0	77	0	0	0			..	....	....	....	....	20	0
Do	Later Day Saints' College	Jas E Talmage, D S. D, PH. D	L. D. S		0	40	36	0	0	1	2	3	0	2	2	35	65	78
Do	Rowland Hall	Miss Adèle Coleman	Epis	0	6	0	53	0	0	0	0	0	2	....		4	0	121
Do	St Mark's School*	J. B Howard	P. E			8	6		....	3	0	4	0	1	0	9	100	80
Do	Salt Lake Academy*	Edward Benner	Cong	2	3	30	20	...	..	1	1	....	....	1		4	115	85
Do	Salt Lake Collegiate Institution	Robert J. Caskey	Presb	2		14	30	0	0	2	0			0	0	4	50	46
VERMONT.																		
Barre	Goddard Seminary	Arthur W. Peirce	Univ	5	5	76	66	0	0	17	5	2	0	4	0	15	8	2
Bradford	Bradford Academy*	D. B. Locke		1	2	34	63	0	0	5	2		20	6	8	14	16	18
Burlington	Bishop Hopkins's Hall	Rev. Lucius M. Hardy	Epis	2	10	0	48	0	0	0	0	0	2	0	2	2	0	0
Do	Vermont Episcopal Institute	Henry H Ross.	Epis	4		40	0	0	0	5	0	5	0	4	0	9	0	0
Chelsea	Chelsea Academy	John W Comstock, A. M	Nonsect			20	10	0	0	2	3		...	0	0	1	9	8
Fairfax	New Hampton Institution*	A. G Cox	Bapt		0	10	17	0	0	0	0	0	0	0	0	0	0	0
Lyndon Center	Lyndon Institute*	Walter E Ranger, A M	Nonsect	6	4	125	100	0	0	6	3	2	0	18	24	42	0	0
McIndoes Falls	McIndoe's Academy	Thomas Martin			0	24	20			1	1						8	10
Manchester	Burr and Burton Seminary	Allan C. Ferrin.				43	31	0	0	12	2	3	0	4	11	8	6	9
Montpelier	Vermont Methodist Seminary	Rev. E. A. Bishop, A M	M. E		7	84	142	0	0	31	24	1	0	10	3	21	10	8
Newburg	Newburg Seminary	Mrs. Elmer E French, A B	Nonsect			25	34	0	0	1	7	0	0			7	55	41
New Haven	Beeman Academy	Henry Field Ellinwood.	Cong			55	31	0	0	6	0	2	0	2	0	7	0	0
Peacham	Caledonia County Grammar School	C. A. Bunker				52	57	0	0	15	17	1	0	0	2	2	0	0
Poultney	Troy Conference Academy	Rev Chas. H. Dunton, D. D	M. E	4		139	58	0	0	36	2	14	4	7	1	14	29	4
Royalton	Royalton Academy	Celia Sherman	Nonsect	0		5	12	0	0	0	4	0	0	....	....	0	2	0
Rutland	English and Classical Institute and Business College.	Geo. W Perry and O. H. Perry	Nonsect	8	5	63	32	0	0	14	1	4	2	4	0	12	5	3
St. Johnsbury	St. Johnsbury Academy	C. E. Putney, PH. D		5	8	197	59	0	0	20	10	15	0	3	15	58	0	0
Saxtons River	Vermont Academy*	George A. Williams, PH. D	Bapt	4		70	84	0	0	23	18	29	27	4	4	19	9	1
South Woodstock	Green Mountain Perkins Academy.	Fred B. Van Ornum	Univ				8	0	0	2	0	0	0	2	0	2	0	0
Thetford	Thetford Academy	F. W. Newell	Nonsect		2	34	55	0	0	4	5	3	0	0	2	7	0	0
Townshend	Leland and Gray Seminary*	David G. Smyth	Bapt		0	11	21	0	0	0	2	....	....	....	....	0	16	25
West Brattleboro	Glenwood Classical Seminary	H. H. Shaw	Cong		4	65	76	0	0	14	5	4	2	....	....	....	6	8

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891–'92*—Continued.

Post-office.	Name.	Principal.	Religious denomination.	Secondary instructors		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary		Colored		Preparing for college.								
										Classical course.		Scientific course						
				Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.	Male.	Female.	Male	Female		Male.	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
VIRGINIA																		
Abingdon	Male Academy*	Arthur P. Wilmer	Nonsect	2	0	23	0			7	0	[illegible]	0	4	0	3	0	0
Alexandria	Potomac Academy	John S. Blackburn		2	0	38	0			10	0						0	0
Do	St John's Academy	Richard L. Carne, A. M	Catholic	3	0	36	0	0	0	10	0	4	0	3	0	3	0	0
Arvonia	Seven Island School	Philip B Ambler	Nonsect	2	0	11	0	0	0	5	0						0	0
Bellevue	High School	Wm. R. Abbott		4	0	54	0			35	0	5	0	5	0		0	0
Bethel Academy	Classical and Military Academy	Maj. A. G. Smith	Nonsect	5	0	50	0	0	0	35	0	0	0	4	0	4	0	0
Cappahosic	Gloucester Agricultural and Industrial High School.	W. B. Weaver		1	1	13	14	13	14					0	0	1	13	0
Carters Creek	Chesapeake Academy*	Prof. H. B. Nolley	Nonsect	3	1	32	30										3	5
Charlottesville	University School	Horace W. Jones	Nonsect	4	0	57	0	0	0	30	0	10	0	0	0		0	0
Chester	Young Ladies' Institute	Rev. A Bagby	Bapt	1	3	4	17			2	13	0	0	0	0		4	0
Cobham	Keswick Boys' School	James M. Page, PH. D.	Epis	4	0	36	0	0	0	10	0	8	0	7	0	10	0	0
Columbia	Rivanna Home School	James McC. Miller	Nonsect	1	1	10	0			3	0	4	0				6	0
Craigsville	High School*	Robert E McKay		1	1	13	12	0	0	2	1	0	0	0	0	0	16	12
Danville	Military Institute*	Col. I. H. Saunders, supt	Nonsect	4	0	75	0	0	0	38	0	25	0				21	0
Dayton	Shenandoah Institute	Geo. T. Holt, A. M	Unit. Breth	5	1	36	31	0	0							5	43	38
Elk Creek	Elk Creek Academy*	E. J. Robertson.		2	1	33	28			14	6	3	0	0	0	0	40	28
Fincastle	Female Institute	E. A. Luster	Nonsect	1	2	0	16	0	0	0	0						0	0
Floyd	Oxford Academy	Rev. and Mrs. John K. Harris.	Presb.	1	2	20	20	0	0	3	4	0	0	0	3	1	15	15
Fort Defiance	Augusta Military Academy	Chas. L. Roller	Nonsect	4	0	[illegible]	0			73	0			3	0		3	0
Franklin	Franklin Academy	Wm. H Harrison	Nonsect	2	0	[illegible]	0	0	0	[illegible]	0	3	0	3	0	2	21	0
Greenwood Depot	Greenwood School	Rev. Wm. Dinwiddie, M. A	Nonsect	[illegible]	0	[illegible]	0			14	0						0	0

Hales Ford	Classical and Normal School*	Wm. E. Duncan	Nonsect	2	8	28	30	0	0	3	6	1	3	6	2	8	16	22
Irvington	Chesapeake Academy	S. E. Latané, W. C. Vaden	Nonsect	2	2	23	32	....	....	12	2	....	....	2	2	4	3	9
Longfield	Curry College*	S. L. Carson	Nonsect	1	0	19	10	....	....	....	....	....	....	....	....	....	28	22
Luray	Female Institute*	M. M. Hargrove	Bapt	1	3	0	40	0	0	....	....	....	....	....	....	....	0	12
Marion	High School	D. C. Miller	Nonsect	2	0	55	0	....	....	....	....	....	....	7	0	7	47	0
Markham	Cleveland High School	W. C. Marshall	Nonsect	2	0	29	0	0	0	0	0	0	0	0	0	0	0	0
Millwood	Clay Hill Academy*	Wm. H. Whiting, jr	Nonsect	1	0	16	0	0	0	13	0	0	0	2	0	2	0	0
New Market	Polytechnic Institute*	W. H. Smith	Nonsect	3	0	12	8	0	0	12	0	8	0	0	0	0	15	5
Norfolk	Norfolk Academy	Robert W. Tunstall	Nonsect	7	0	59	0	0	0	....	....	....	....	6	0	4	96	0
Do	Norfolk Mission College	J. B. Work	Un. Presb	2	0	31	32	31	32	....	....	....	....	2	0	10	200	379
Onancock	Onancock Academy	Frank P. Brent	Nonsect	3	1	40	41	0	0	9	6	2	0	....	....	....	15	17
Pearisburg	Pearisburg Academy	J. W. Taylor	Nonsect	1	1	11	12	0	0	5	6	....	....	....	....	....	38	45
Petersburg	St. Paul's Female School*	Miss Laura M. Russell	Nonsect	0	2	0	30	0	0	....	....	....	....	....	....	....	0	25
Do	School for Girls*	Mrs. W. H. Platt	Epis	0	1	0	23	0	0	0	0	0	0	0	0	2	0	12
Richmond	Franklin Street School for Boys	G. M. Nolley	Nonsect	2	0	36	0	0	0	10	0	15	0	5	0	....	10	0
Do	McGuire's School	John P. McGuire	Nonsect	4	0	108	0	0	0	60	0	10	0	10	0	0	40	0
Do	Merrill's Female School*	Geo. F. Merrill	Nonsect	1	1	0	30	0	0	0	0	0	0	0	0	24	0	15
Do	Virginia University High School	Wister Archer, M. A., PH. D		1	0	33	0	0	0	8	0	4	0	2	0	2	0	0
Rockfish Depot	Kleinberg Female Seminary	Misses Wailes	Presb	1	3	0	26	0	0	0	0	....	....	....	....	....	0	0
Snowflake	Reid's Normal School and Business Institute*	John M. Reid	Nonsect	0	2	42	45	....	....	....	....	....	....	....	....	0	50	48
South Boston	Female Institute	J. P. Snead	Nonsect	1	2	7	30	0	0	....	....	....	....	....	....	10	12	40
Staunton	Augusta Female Seminary*	Miss Mary J. Baldwin	Nonsect	0	21	0	149	0	0	....	....	....	....	....	....	....	0	76
Do	Staunton Military Academy	Wm. H. Kable	Nonsect	3	2	70	0	0	0	20	0	0	0	1	0	1	0	0
Suffolk	Collegiate Institute*	P. J. Kernodle, A. M		1	2	38	32	....	....	....	....	....	....	....	....	....	19	16
Do	Nansemond Seminary	Mrs. Lucy H. Quimby	Epis	0	5	0	36	0	0	....	....	....	....	....	....	10	4	12
Do	Ryland Institute	Miss Lula M. Butt	Nonsect	0	3	0	38	0	0	....	....	0	0	0	8	8	10	20
Do	Suffolk College	Miss S. A. Finney	Meth	0	9	1	97	0	0	....	....	....	....	0	3	3	5	22
Do	Suffolk Military Academy	Joseph King, A. M	Nonsect	3	0	35	0	0	0	6	0	5	0	....	....	0	25	0
Tazewell	Female Seminary	Mrs. R. B. Gillespie	Nonsect	0	6	0	100	0	0	0	50	....	....	0	9	9	0	20
The Plains	School for Boys	A. S. Furcron, A. M		1	0	14	0	....	....	....	....	....	....	....	....	....	1	0
Warrenton	Fauquier Institute for Young Ladies.	Geo. G. Butler, A. M	Nonsect	0	3	0	42	....	....	....	....	....	....	....	....	4	2	10
Waynesboro	Fishburne School	Jas. A. Fishburne	Nonsect	4	0	35	0	....	....	....	....	....	....	....	....	....	15	0
Do	Valley Seminary	Dr. and Mrs. J. B. Winston	Presb	2	7	0	75	0	0	0	0	0	0	0	0	3	1	110
Winchester	Shenandoah Valley Academy	J. B. Lovett	Nonsect	1	0	40	0	....	....	....	....	....	....	....	....	....	0	0
Wood	Riverview Seminary	Wm. F. Ramey, A. M	Nonsect	1	1	11	9	....	....	....	....	....	....	....	....	....	25	20
Woodlawn	Male and Female Academy	E. L. Bain	Nonsect	1	1	11	10	0	0	....	....	2	0	....	....	0	18	24
Wytheville	Trinity Hall Female College*	Rev. Alex. Phillippi	Lutheran	1	4	0	47	0	0	0	0	0	0	0	0	0	0	0
Do	Wytheville Seminary	Mrs. Thomas Dew	Epis	0	6	0	23	0	0	0	4	....	....	0	0	0	0	35
WASHINGTON.																		
Centralia	Grace Seminary	E. T. Trimble, M. A	Bapt	0	2	14	22	0	0	13	6	0	0	1	0	4	28	58
Coupeville	Puget Sound Academy	Rev. Chas. E. Newberry	Cong	1	0	12	5	....	....	3	0	3	0	....	....	2	17	9
Ellensburg	Ellensburg Academy	Rev. J. S. Bingham	Presb	1	1	20	23	0	0	1	0	....	....	....	....	....	6	12
Kelso	Kelso Academy	Rev. David Dunlop	Presb	1	1	12	21	0	0	4	5	5	7	0	0	0	3	2
Latah	Military Academy*	W. S. Walker	Nonsect	2	0	22	12	0	0	....	....	....	....	....	....	....	13	10
North Yakima	St. Joseph's Academy	Sisters of Charity	Catholic	1	1	10	25	....	....	....	....	....	....	....	....	....	12	18
Olympia	Collegiate Institute*	Luther Covington	M. E	1	1	20	25	0	0	10	9	12	14	....	....	....	20	25
Seattle	Academy of the Holy Names	Sister M. Geraldine	R. C	0	18	0	214	0	0	0	16	0	26	0	1	30	0	60

*Statistics of 1890-'91.

TABLE 5.—*Statistics of endowed academies, seminaries, and other private secondary schools for 1891-'92*—Continued.

Post-office	Name.	Principal	Religious denomination.	Secondary instructors.		Students.								Number of college preparatory students in the class that graduates in 1892.		Total number of graduates, 1892.	Number of pupils in elementary grade.	
						Secondary.		Colored.		Preparing for college.								
										Classical course.		Scientific course.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.	Male	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
WASHINGTON—continued.																		
Spokane Falls	Gonzaga College	Rev. J. B. Rene, S. J	R. C	8	0	62	0	0	0	54	0	8	0				21	0
Do	Jenkins University	J J Reppetor, vice-president.	Nonsect	1	1	20	15							2	0	0	72	43
Do	St. Mary's Hall	James Lyon	P. E	1	1	0	15										0	10
Tacoma	Annie Wright Seminary	Mrs. Sarah K. White	P. E	0	5	0	71									6	0	71
Do	Tacoma Academy	Alfred P. Powelson	Nonsect	1	1	17	13	0	1	10	5	10	2	0	2	2	4	8
Do	Washington College	D. S. Pulford, M. A	P. E	4	0	33	0	0	0	2	0	6	0	7	0	8	13	0
Waitsburg	Waitsburg Academy*	Rev. W. G. W. Hays	Un. Presb	2	2	32	29									3	6	5
WEST VIRGINIA.																		
Charlestown	Charlestown Male Academy	J. W. Tuesley	Nonsect	3	0	50	0	0	0	0	0	0	0	0	0	0	10	0
Parkersburg	Academy of the Visitation	Sister Mary Cecilia	R. C	0	5	0	50	0	0	0	0	0	0	0	0	2	0	40
Salem	Salem College*	Rev S. L. Maxson, A M	7-Day Bapt.	5	6	80	60	0	0	25	20			2	1	3	0	0
WISCONSIN.																		
Albion	Albion Academy*	D. E. Willard, A. M	7-Day Bapt	1	1	19	9	0	0	3	1	5	2	1	0	4	10	7
Ashland	North Wisconsin Academy	Samuel T Kidder	Nonsect	3	1	8	11	0	0	4	7	4	4	0	0	0	3	7
Beaver Dam	Wayland University*	Rev James P Thoms, PH. D.	Bapt	4	6	56	50							5	5	10	75	75
Evansville	Evansville Seminary	J. Emory Coleman	Free Meth	2	4	60	36	0	1	3	0			3	0	6	22	21

Hillside	Home School	Ellen C. and Jane Lloyd-Jones		2	6	14	20	0	1	0	2	6	3	2	4	7	1	24
Kenosha	University School*	G R McDowell		3	0	25	0	0	0	8	0	6	0	1	0	1	13	0
Madison	Wisconsin Academy*	W M Pond and Charlotte E. Richmond	Nonsect	1	1	14	16	0	0					4	3	7	56	56
Marinette	Academy of Lourdes	Sr M Clodulpha	R. C	0	8	10	16	0	0					0	0	6	145	209
Milwaukee	Cathedral Institute	Miss Emma L Dean	Epis	0	4	10	6	0	0	10	6	0	0	0	2	2	58	32
Do	Concordia College	Ch H Loeber	Luth	7	0	201	0	0	0	0	0	0	0	0	0	17	0	0
Do	German English Academy	Emil Dapprich	Nonsect	1	1	16	15	0	0					7	7	14	112	70
Do	Milwaukee Academy	Julius Howard Pratt	Nonsect	3	0	37	0	0	0	11	0	10	0	5	0	5	18	0
Mount Calvary	St Lawrence College	Rev P Alphonsus Barumle	R C	2	0	110	0	0	0	10	0					20	10	0
Racine	Home School	Mrs J G McMurphy	Epis	1	5	0	30	0	0	0	6	0	0	0	2	4	10	30
Do	Racine College	Arthur Piper	P E	5	0	48	0	0	0	46	0	0	0	6	0	6	0	0
Do	St Catherine's Academy	Mother M Hyacintha, president	R C	0	4	0	45	0	0								0	30
St. Francis	Catholic Normal School of the Holy Family	Rev. M M Gerend	R C	8	0	67	0	0	0	0	0	0	0	0	0	8	20	0
Sinsinawa	St Clara's Academy	Dominican Sisters	R C	0	5	0	70	0	0					0	7	6	0	30
Watertown	University of Our Lady of the Sacred Heart	Rev John I Keefe, C S C	R C	3	0	30	0	0	0	26	0			10	0	17	70	0
Waukesha	Carroll College	Walter L Rankin, PH. D.	Presb	2	2	40	92	0	0							11	64	24

*Statistics of 1890-'91.

UNIVERSITIES AND COLLEGES.

TABLE 6.—*Statistics of universities and colleges for 1891–'92.*

Location.	College.	Professors.								Students.										Number of scholarships.	Number of fellowships.	Number of endowed professorships.	Library.	
		Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Total number.					Bound volumes.	Pamphlets.
		Male.	Female.	Male	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female	Male	Female.	Male.	Female.	Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ALABAMA																								
East Lake	Howard College	1	0	9	0	0	0	10	0	25	0	175	0	.....	.....	.....	.....	200	0	.....	.....	.....	2,000	.....
Greensboro	Southern University *	1	0	10	0	0	0	11	0	122	0	184	0	.....	.....	.....	.....	206	0	.....	.....	.....	3,000	300
La Fayette	La Fayette College	0	3	3	1	.....	.....	4	4	100	125	53	40	.....	.....	.....	.....	160	171	1	0	0	400	200
Lineville	Lineville College	1	1	2	0	.....	.....	2	2	55	58	35	31	.....	.....	.....	.....	90	89	0	0	0	.....	.....
Scottsboro	Scottsboro College *	2	2	5	2	0	0	6	7	45	47	56	65	0	0	0	0	101	112	0	0	0	100	.....
Selma	Selma University	1	2	3	2	2	0	6	4	85	94	10	2	.....	.....	25	0	120	96	.....	.....	.....	800	500
Spring Hill	Spring Hill College	1	0	13	0	.....	.....	14	0	9	0	169	0	.....	.....	.....	.....	178	0	0	0	0	2,000	450
University	University of Alabama	0	0	17	0	3	0	20	0	0	0	143	0	5	0	19	0	166	0	5	0	0	12,000	.....
ARIZONA.																								
Tucson	University of Arizona	1	0	7	1	0	0	8	1	12	10	5	4	.....	.....	.....	.....	17	14	0	0	0	600	1,500
ARKANSAS.																								
Arkadelphia	Ouachita Baptist College	2	5	4	3	.....	.....	4	8	65	50	90	86	.....	.....	.....	.....	155	136	.....	.....	.....	2,000	2,000
Batesville	Arkansas College	2	1	5	1	.....	.....	5	2	52	12	24	21	.....	.....	.....	.....	77	34	2	.....	1	3,000	500
Conway	Hendrix College	1	0	6	0	.....	.....	7	0	110	16	85	5	.....	.....	.....	.....	145	21	.....	.....	1	3,000	1,000
Little Rock	Little Rock University *	0	1	2	2	.....	.....	2	4	75	50	3	3	.....	.....	30	0	121	70	.....	.....	.....	1,600	.....
Do	Philander Smith College	2	2	4	1	.....	.....	6	3	24	4	7	0	.....	.....	17	0	196	151	.....	.....	.....	700	.....

CALIFORNIA.																								
Berkeley	University of California	0	0	47	0	49	0	96	0	0	0	367	143	22	15	418	16	757	171	10	4	1	48,286	5,000
College City	Pierce Christian College	0	2	4	0	0	0	4	4	10	10	32	38	----	----	----	----	42	88	----	----	----	0	0
College Park	University of the Pacific	7	7	7	2	----	----	17	12	136	104	25	6	1	0	16	0	164	145	3	0	0	3,000	----
Los Angeles	Southern California College	3	6	3	5	----	----	3	6	27	10	1	0	----	----	----	----	28	10	0	0	0	1,400	----
Do	St Vincent s College	4	0	6	0	0	0	10	0	60	0	51	0	----	----	----	----	111	0	----	----	----	3,500	550
Napa	Napa College	8	3	8	3	----	----	8	3	54	35	19	15	----	----	----	----	73	50	2	----	1	4,500	300
Oakland	California College	6	4	6	4	----	----	8	5	60	30	7	4	----	----	----	----	67	34	4	----	1	2,000	1,000
Do	St Mary s College	8	0	12	0	0	0	20	0	150	0	120	0	----	----	----	----	270	0	0	0	0	5,000	----
San Francisco	St. Ignatius College	6	0	7	0	----	----	18	0	301	0	96	0	----	----	----	----	418	0	0	0	0	30,000	3,000
Santa Clara	Santa Clara College	9	0	7	0	0	0	16	0	170	0	53	0	0	0	0	0	223	0	0	0	0	18,000	3,000
Santa Rosa	Pacific Methodist College *	1	0	5	3	0	0	6	3	10	11	16	18	0	0	0	0	26	29	0	0	0	1,116	312
Stanford University	Leland Stanford Junior University.	0	0	35	3	0	0	35	3	0	0	306	125	21	17	----	----	416	142	0	0	0	9,000	3,000
University	University of Southern California.	3	2	6	5	24	1	39	10	90	77	22	14	2	3	28	8	187	170	0	0	1	2,000	1 500
Woodbridge	San Joaquin Valley College	2	0	4	0	0	0	6	0	29	21	10	9	----	----	----	----	39	30	----	----	----	1,000	----
Woodland	Hesperian College *	0	2	2	4	0	0	6	6	13	24	42	27	0	0	0	0	55	51	0	0	0	1,500	500
COLORADO.																								
Boulder	University of Colorado	4	1	12	3	17	0	26	4	59	44	33	21	0	1	6	5	98	71	----	----	----	8,000	----
Colorado Springs	Colorado College	16	3	16	2	0	0	16	3	75	50	38	12	----	----	----	----	113	62	8	1	0	9 000	1,000
Del Norte	Presbyterian College of the Southwest.	0	1	2	1	1	0	3	2	11	2	5	3	----	----	6	0	16	5	0	0	0	800	300
University Park	University of Denver	7	4	7	4	55	0	67	10	139	63	18	15	4	1	60	9	221	88	----	----	2	5,000	1,000
CONNECTICUT.																								
Hartford	Trinity College	0	0	14	0	0	0	14	0	0	0	121	0	1	0	0	0	122	0	----	----	5	34,000	22,000
Middletown	Wesleyan University	0	0	27	0	0	0	27	0	0	0	230	26	10	0	0	0	240	26	50	1	11	40,000	----
New Haven	Yale University	0	0	92	0	62	0	154	0	0	0	1228	0	78	0	351	0	1756	29	22	6	25	210.000	----
DELAWARE.																								
Newark	Delaware College	0	0	12	0	0	0	12	0	0	0	95	0	2	0	0	0	97	0	30	0	0	5,475	4,979
DISTRICT OF COLUMBIA.																								
Washington	Columbian University	9	0	20	0	40	0	69	0	102	0	169	45	0	0	513	0	817	64	----	----	----	8,000	----
Do	Georgetown University	18	0	40	0	44	0	102	0	199	0	85	0	5	0	382	0	671	0	----	----	----	60,000	17,605
Do	Howard University	1	0	8	1	30	0	47	10	49	6	24	3	0	0	356	3	457	80	----	0	1	10,000	1,000
Do	National Deaf-Mute College	0	0	10	2	0	0	10	2	0	0	51	13	6	1	0	0	57	14	60	6	0	3,000	----
FLORIDA.																								
De Land	John B. Stetson University	5	9	5	4	0	0	5	9	86	95	4	1	0	0	0	0	99	96	2	0	0	4,300	350
Leesburg	Florida Conference College	2	3	3	1	0	0	3	6	12	10	76	66	0	0	0	0	88	78	0	0	0	120	40
Tallahassee	Seminary West of the Suwannee River	1	1	2	1	0	0	2	1	23	25	14	11	0	0	0	0	37	36	0	0	0	300	100
Winter Park	Rollins College	6	8	5	2	0	0	6	8	78	87	2	2	0	0	0	0	78	89	0	0	0	2,500	1,000

* Statistics of 1890–'91.

TABLE 6.—*Statistics of universities and colleges for 1891-'92*—Continued.

Location	College.	Professors: Preparatory department. Male	Professors: Preparatory department. Female.	Professors: Collegiate department. Male	Professors: Collegiate department. Female	Professors: Professional departments. Male	Professors: Professional departments. Female.	Professors: Total number. Male	Professors: Total number. Female.	Students: Preparatory department. Male	Students: Preparatory department. Female.	Students: Collegiate department. Male	Students: Collegiate department. Female	Students: Graduate department. Male.	Students: Graduate department. Female.	Students: Professional departments. Male	Students: Professional departments. Female.	Students: Total number. Male.	Students: Total number. Female.	Number of scholarships.	Number of fellowships.	Number of endowed professorships.	Library: Bound volumes.	Library: Pamphlets.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
GEORGIA																								
Athens	University of Georgia	0	0	17	0	12	0	29	0	8	0	182	0	0	0	13	0	195	0	..	4	1	17,000	.....
Atlanta	Atlanta University	9	6	10	1	0	0	10	15	46	77	13	1	0	0	0	0	244	317	6	0	0	7,000	.....
Bowdon	Bowdon College *			1	1			1	1	..		48	32	..	..		....	48	32				500	.....
Buford	Buford College	0	2	2	3	0	0	3	7	32	46	16	24	0	0	0	0	48	70	0	0	0	2,500	1,500
Gainesville	Gainesville College *	0	1	1	4	....		1	5		....	(75)		..		..	..	95	64	..	..		800	.....
Macon	Mercer University	2	0	9	0	4	0	15	0	95	0	177	0	0	0	8	0	280	0	2	0	0	8,000	2,000
Oxford	Emory College	2	0	11	0	2	0	15	0	68	0	217	0	0	0	.....		285	0	18			7,500	2,000
South Atlanta	Clark University	3	6	5	1			7	7	17	1	2	0	..	....	.....		200	177	0	0	0	1,700	500
ILLINOIS.																								
Abingdon	Hedding College	6	4	4	2	0	0	7	5	91	76	26	24	....	....	.....	....	117	100	....	....	2	1,000	500
Bloomington	Illinois Wesleyan University	4	1	6	2	5	0	48	13	148	86	78	37	106	5	80	1	710	567	.....		3	3,500	.....
Bourbonnais Grove	St. Viateur's College	4	0	22	0	2	0	28	0	50	0	125	0	12	0	13	0	200	0	0	0	0	3,000	1,000
Carlinville	Blackburn University	1	0	4	2	0	0	5	2	65	46	22	17	0	0	0	0	87	63	3	0	0	2,424	4,507
Carthage	Carthage College	7	2	5	0	0	0	9	2	65	61	37	22	0	0	0	0	1402	83	1		1	5,000	500
Champaign	University of Illinois	8	0	34	1	0	0	38	1	137	26	352	00	5	3	0	0	494	89	24	1	0	21,820	5,000
Chicago	St. Ignatius College	9	0	9	0	0	0	20	0	249	0	47	0	..	..	.....	....	334	0	0	0	0	16,000	800
Elmhurst	Evangelical Proseminary	1	0	6	0	0	0	7	0	9	0	121	0	0	0	0	0	130	0	0	0	0	2,127	93
Eureka	Eureka College	5	1	9	1	2	0	14	5	116	81	89	42	2	0	77	0	248	138	0	0	1	3,602	1,580
Evanston	Northwestern University	10	4	31	1	146	19	150	24	498	237	249	129	9	9	1,144	134	790	509	156	8	2	30,000	10,000

Ewing	Ewing College	3	2	4	1	....	....	4	3	116	27	14	2	....	....	....	....	120	29	....	....	....	1,000	.....	
Fulton	Northern Illinois College	1	0	1	0	1	0	3	2	18	30	20	20	....	....	5	0	43	50	....	....	....	600		100
Galesburg	Knox College	7	3	13	2	0	0	24	10	109	62	118	126	0	0	0	0	251	267	0	0	1	5,500	.....	
Do	Lombard University	1	3	6	1	3	0	7	3	17	21	32	20	0	0	12	7	61	47	13	0	2	6,000		500
Jacksonville	Illinois College	9	0	10	0	0	0	12	0	119	0	65	0	0	0	0	0	174	0	8	0	2	10,250		550
Lake Forest	Lake Forest University	10	13	15	0	74	0	96	13	111	103	72	56	8	0	1,211	4	1,402	163	12	0	2	10,989	.....	
Lebanon	McKendree College	7	0	7	0	....	....	7	0	39	32	28	15	1	1	42	0	123	56	....	....	....	4,500		3,000
Lincoln	Lincoln University	1	1	3	1	....	....	8	6	57	36	26	24	3	0	.....	....	117	99	2	0	0	2,000		600
Monmouth	Monmouth College	4	3	7	2	....	....	10	3	45	46	94	48	.....	.....	.....	.....	129	(65) 94	....	....	....	15,000	.....	
Naperville	Northwestern College	4	2	6	1	3	0	10	4	120	42	45	11	.....	....	31	0	240	75	....	....	....	3,000		500
Quincy	Chaddock College	12	2	10	2	6	0	23	4	26	45	24	12	10	5	25	3	85	(65) 65	....	....	....	500	.....	
Do	St. Francis Solanus College	6	0	14	0	0	0	20	0	143	0	52	0	17	0	....	....	225	0	0	0	0	3,200		400
Rock Island	Augustana College	13	0	11	0	4	0	22	0	113	21	74	11	11	0	52	0	226	67	0	0	0	10,100		3,000
Teutopolis	St Joseph's Diocesan College	4	0	10	0	0	0	11	0	18	0	120	0	15	0	0	0	153	0	0	0	0	5,000		500
Upper Alton	Shurtleff College	5	5	7	1	4	0	11	7	108	65	25	21	14	1	25	0	161	107	26	....	2	10,000	.....	
Westfield	Westfield College	3	1	3	1	0	0	5	3	71	32	18	10	.....	.....	.....	.....	102	68	....	0	1	2,800	.....	
Wheaton	Wheaton College	5	4	7	2	0	0	11	5	95	79	35	33	.....	.....	.....	.....	137	150	2	....	3	3,000	.....	
INDIANA.																									
Bloomington	Indiana University	0	0	34	0	2	0	36	0	0	0	268	137	39	13	45	1	347	151	30	.....	.....	16,000	.....	
Crawfordsville	Wabash College	4	0	12	0	0	0	14	0	91	0	148	0	5	0	0	0	244	0	....	.....	.....	33,000	.....	
Fort Wayne	Concordia College	.....	.....	8	0	.....	.....	8	0	.....	.....	209	0	.....	.....	.....	.....	209	0	....	.....	.....	10,000	.....	
Franklin	Franklin College	8	3	8	3	0	0	8	3	69	49	73	54	3	1	.....	.....	146	104	....	.....	2	7,000		500
Greencastle	De Pauw University	12	4	16	3	10	0	40	16	278	86	202	126	8	0	130	6	618	(227) 218	0	0	0	16,395	.....	
Hanover	Hanover College	2	0	12	0	0	0	14	0	48	27	67	28	.....	.....	.....	.....	135	55	....	.....	6	10 000		2,000
Hartsville	Hartsville College	1	0	2	1	....	....	4	1	37	12	14	5	.....	.....	.....	.....	64	22	....	.....	1	1,500	.....	
Irvington	Butler University	2	2	18	1	....	....	20	3	68	34	87	49	10	0	0	0	165	83	....	....	12	3,500		600
Merom	Union Christian College	3	2	2	2	1	0	8	5	21	17	28	10	14	19	20	5	122	78	....	....	4	1,400		100
Moore's Hill	Moore's Hill College	7	3	7	3	....	....	7	3	43	17	38	17	.....	.....	.....	.....	109	(37) 68	0	0	0	2,500		800
Notre Dame	University of Notre Dame	24	0	12	0	12	0	58	0	367	0	225	0	2	0	47	0	641	0	....	....	....	35 000		1,500
Richmond	Earlham College	3	2	10	2	1	0	11	5	38	32	91	80	1	4	7	13	137	129	0	0	0	5,000		1,000
Ridgeville	Ridgeville College	4	3	4	3	....	....	4	3	.....	.....	(6)	.....	.....	.....	.....	.....	150	75	....	.....	.....	500		200
St Meinrad	St Meinrad's College	.....	.....	13	0	6	0	19	0	.....	.....	57	0	.....	.....	56	0	113	0	....	.....	.....	12,000	.....	
Upland	Taylor University	3	2	4	2	14	0	21	4	18	67	23	10	.....	....	40	2	105	94	....	.....	....	1.000		200
IOWA.																									
Cedar Rapids	Coe College	3	2	5	3	0	0	5	3	29	37	41	38	0	0	0	0	79	75	5	0	0	2,000		500
Charles City	German-English College	0	1	4	0	1	0	7	1	46	10	5	0	5	15	11	0	82	35	0	0	0	700		300
College Springs	Amity College	1	1	5	1	0	0	7	4	46	42	21	35	.....	.....	.....	.....	67	(219) 77	....	.....	.....	2,000		1,000
Davenport	Griswold College	8	16	3	0	4	0	15	16	50	90	5	0	0	0	3	0	58	90	2	....	4	8,000		5,000
Decorah	Luther College	8	0	8	0	0	0	8	0	146	0	67	0	0	0	0	0	213	0	0	0	0	6,435	.....	
Des Moines	Des Moines College	2	2	6	3	0	0	8	5	70	47	27	10	0	0	0	0	98	59	51	.....	.....	4,000		1,000
Do	Drake University*	4	3	10	1	26	0	44	8	196	134	95	52	4	2	125	9	486	351	....	.....	.....	3,900		1,200
Fairfield	Parsons College	6	0	10	0	....	....	10	0	47	39	59	38	....	....	.....	.....	106	95	....	.....	2	2,500	.....	

* Statistics of 1890–'91

TABLE 6.—*Statistics of universities and colleges for 1891-'92*—Continued.

Location	College	Professors: Preparatory department, Male	Professors: Preparatory department, Female	Professors: Collegiate department, Male	Professors: Collegiate department, Female	Professors: Professional departments, Male	Professors: Professional departments, Female	Professors: Total number, Male	Professors: Total number, Female	Students: Preparatory department, Male	Students: Preparatory department, Female	Students: Collegiate department, Male	Students: Collegiate department, Female	Students: Graduate department, Male	Students: Graduate department, Female	Students: Professional departments, Male	Students: Professional departments, Female	Students: Total number, Male	Students: Total number, Female	Number of scholarships	Number of fellowships	Number of endowed professorships	Library: Bound volumes	Library: Pamphlets
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
IOWA—continued.																								
Fayette	Upper Iowa University	10	8	9	1	0	0	19	9	119	79	83	43	4	0	0	0	204	121				5,000	1,000
Grinnell	Iowa College	11	12	13	0	0	0	20	4	95	75	142	80	4	0	0	0	241	155	36	0	3	17,324	.....
Hopkinton	Lenox College	5	5	5	3	0	0	5	3	42	25	35	36	0	1	0	0	54	61	3	0	0	1,400	500
Indianola	Simpson College	4	5	4	4	0	0	8	9	104	116	55	37	0	0	0	0	228	188	15			2,500	1,500
Iowa City	State University of Iowa	0	0	27	6	37	0	64	6	0	0	173	105	9	18	52	28	753	152	0	1	0	17,500	.....
Mount Pleasant	German College	2	0	8	1	1	0	9	1	33	22	17	20	0	0	12	0	57	54	0	0	0	400	200
Do	Iowa Wesleyan University a	2	1	9	2	0	0	12	5	116	80	59	49	.....	.....	.....	.....	182	196	0	0	4	2,000	500
Mount Vernon	Cornell College	9	7	15	4	0	0	17	11	158	124	170	120	.....	.....	.....	.....	328	312	19	0	4	10,200	5,000
Oskaloosa	Oskaloosa College	3	3	4	1	.....	.....	5	5	36	31	23	11	0	0	.....	.....	87	129	.....	0	0	4,000	.....
Do	Penn College	1	0	6	1	1	0	8	4	62	69	45	39	1	0	10	17	117	177	2	.....	1	2,000	.....
Pella	Central University of Iowa	5	3	5	3	0	0	5	3	69	70	9	13	.....	.....	.....	.....	78	83	.....	.....	.....	5,000	500
Sioux City	University of the Northwest a	6	2	6	2	4	0	10	4	37	30	10	6	0	0	22	2	71 (129)	51	0	0	0	a500	.....
Storm Lake	Buena Vista College	3	1	4	1	.....	.....	7	4	16	5	5	1	.....	.....	.....	.....	72	49	.....	.....	.....	.....	.....
Tabor	Tabor College	2	4	6	2	0	0	8	5	48	47	24	22	.....	.....	.....	.....	100	122	8	0	0	5,500	2,000
Toledo	Western College	4	2	16	5	0	0	20	5	79	25	46	18	7	1	.....	.....	2200	183	0	0	.....	6,000	0
Waverly	Wartburg College	..	....	7	0	.....	..	7	0	.....	.....	60	0	.....	.....	.....	.....	60	0	0	0	0	1,760	30
KANSAS.																								
Atchison	Midland College	1	2	4	1	0	0	5	3	13	20	37	13	0	0	0	0	80	33	..	..	..	2,000	500
Do	St. Benedict's College	11	0	9	0	3	0	22	0	112	0	49	0	0	0	5	0	166	0	..	0	0	9,000	....

a Estimated

Baldwin	Baker University	5	3	7	1	...	...	11	4	170	77	73	80	1	1	0	0	310	192	0	0	0	4,250	.....
Emporia	College of Emporia	9	1	9	1	0	0	9	1	14	14	38	17	0	0	0	0	52	31	1	0	3	4,000	.....
Enterprise	Central College	2	1	6	1	0	0	7	3	58	50	15	24	.....	...	.....	.....	73	74	...	...	...	300	100
Highland	Highland University	3	6	6	5	0	0	6	6	35	44	17	9	.....	...	.....	.....	52	53	0	0	2	5,000	.....
Holton	Campbell University	8	5	8	5	0	0	8	5	...	...	(31)		.....	...	.....	.....	215	200	0	0	0	700	.....
Lawrence	University of Kansas	0	0	25	2	18	1	40	4	0	0	279	92	19	10	114	5	121	208	...	...	...	17,000	6,000
Lecompton	Lane University	6	1	6	1	...	...	9	1	44	39	21	12	.....	...	.....	.....	(66) 65	51	9	...	...	290	140
Lindsborg	Bethany College	8	0	8	0	...	...	14	7	75	30	31	13	.....	...	.....	.....	(244) 106	43	...	...	...	4,000	3,000
Ottawa	Ottawa University	7	2	7	2	0	0	7	2	74	94	32	31	.....	...	.....	.....	106	125	0	0	0	2,600	.....
St. Marys	St. Mary's College	9	0	9	0	0	0	18	0	160	0	138	0	0	0	0	0	298	0	0	0	0	9,500	350
Salina	Kansas Wesleyan University	3	1	5	1	0	0	8	1	60	71	14	8	.....	...	.....	.....	74	79	...	...	...	1,800	500
Sterling	Cooper Memorial College	2	1	3	0	0	0	5	1	35	21	11	0	.....	...	.....	.....	46	21	...	...	...	300	200
Topeka	Washburn College	3	2	8	3	0	0	11	5	118	59	53	31	.....	...	.....	.....	172	106	...	...	...	6,000	5,000
Wichita	Wichita University	3	2	4	1	0	0	5	6	45	35	3	2	0	0	0	0	48	37	0	0	1	400	200
Winfield	Southwest Kansas College	13	7	13	7	0	0	13	7	97	88	59	33	0	0	0	0	243	220	...	...	...	2,400	.....
KENTUCKY.																								
Berea	Berea College	3	3	7	2	1	0	9	10	59	38	23	8	.....	...	10	0	186	164	73	...	...	4,000	800
Bowling Green	Ogden College	3	0	4	0	0	0	4	0	60	0	37	0	0	0	0	0	97	0	...	0	1	1,780	325
Danville	Centre College *	3	0	10	0	0	0	11	0	85	0	155	0	0	0	0	0	240	0	49	...	...	6,000	.....
Eminence	Eminence College	0	1	5	2	0	0	5	3	6	9	20	70	.....	...	.....	.....	26	79	...	...	...	.....	.....
Farmdale	Kentucky Military Institute *	5	0	7	0	...	...	7	0	57	0	52	0	.....	...	.....	.....	79	0	0	0	0	2,000	.....
Georgetown	Georgetown College	2	0	6	0	0	0	8	0	50	0	120	0	.....	...	.....	.....	170	0	0	...	3	8,500	2,500
Hopkinsville	South Kentucky College	0	1	5	0	0	0	5	1	7	5	20	30	.....	...	.....	.....	27	35	5	...	...	500	100
Lancaster	Garrard College *	0	1	4	3	...	...	4	4	19	20	27	60	.....	...	.....	.....	46	80	0	0	0	200	50
Lexington	Kentucky University	3	0	10	0	3	0	20	2	77	0	310	26	.....	...	136	0	974	46	...	...	0	13,700	.....
Richmond	Central University	4	0	11	0	22	0	30	0	212	0	125	0	2	0	190	0	509	0	70	...	4	5,000	1,000
Russellville	Bethel College	0	0	6	0	0	0	6	0	0	0	199	0	0	0	0	0	199	0	0	0	3	2,700	300
St Marys	St Mary s College	...	...	10	0	0	0	10	0	.....	.....	120	0	.....	...	.....	.....	120	0	0	0	0	2,000	1,000
Winchester	Kentucky Wesleyan College	5	0	5	0	0	0	5	0	.....	.....	.....	.....	.....	...	.....	.....	134	0	...	...	...	2,000	.....
LOUISIANA																								
Baton Rouge	Louisiana State University	4	0	15	0	0	0	17	0	108	0	67	0	0	0	0	0	175	0	0	0	0	18,000	1,000
Convent	Jefferson College *	3	0	8	0	0	0	11	0	18	0	35	0	.....	...	.....	.....	53	0	...	...	...	15,000	1,000
Jackson	Centenary College of Louisiana	2	1	6	0	0	0	8	1	50	0	50	0	.....	...	.....	.....	100	0	...	...	...	3,000	1,000
Keachie	Keachie College	3	3	3	4	0	0	2	6	44	43	50	48	.....	...	.....	.....	94	91	0	0	0	300	150
New Orleans	College of the Immaculate Conception	9	0	9	0	...	...	21	0	208	0	62	0	9	0	.....	.....	492	0	...	...	...	12,000	2,000
Do	Leland University *	2	4	4	3	...	...	6	7	16	5	2	1	.....	...	14	0	157	144	...	...	...	1,000	100
Do	New Orleans University	4	9	4	1	14	0	16	9	28	4	2	4	.....	...	27	0	297	338	...	...	...	5,000	1,000
Do	Straight University	2	2	2	2	1	0	6	17	7	7	1	2	.....	...	.....	.....	(509) 8	9	0	0	0	2,500	60
Do	Tulane University	14	5	20	5	35	0	68	8	191	59	111	112	8	8	464	0	982	302	...	...	...	25,000	6,000
MAINE.																								
Brunswick	Bowdoin College	0	0	16	0	10	0	25	0	0	0	173	0	0	0	99	0	272	0	65	0	6	48,967	3,000

* Statistics of 1890-'91.

TABLE 6.—*Statistics of universities and colleges for 1891-'92*—Continued.

Location	College	Professors: Preparatory department. Male	Professors: Preparatory department. Female	Professors: Collegiate department. Male	Professors: Collegiate department. Female	Professors: Professional departments. Male	Professors: Professional departments. Female	Professors: Total number. Male	Professors: Total number. Female	Students: Preparatory department. Male	Students: Preparatory department. Female	Students: Collegiate department. Male	Students: Collegiate department. Female	Students: Graduate department. Male	Students: Graduate department. Female	Students: Professional departments. Male	Students: Professional departments. Female	Students: Total number. Male	Students: Total number. Female	Number of scholarships.	Number of fellowships.	Number of endowed professorships.	Library: Bound volumes.	Library: Pamphlets.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
MAINE—continued.																								
Lewiston	Bates College	0	0	10	0	5	0	15	0	0	0	118	32	.....	.....	18	0	136	32	42	.....	3	11,084	.....
Waterville	Colby University	0	0	15	0	0	0	15	0	0	0	136	48	.....	.....	.....	.....	136	48	.....	.....	.....	27,000	.....
MARYLAND.																								
Annapolis	St. John's College	4	0	9	0	0	0	13	0	65	0	63	0	.....	.....	.....	.....	128	0	45	0	0	6,500	500
Baltimore	Johns Hopkins University	0	0	65	0	0	0	65	0	0	0	210	0	337	0	.....	.....	517	0	67	21	2	55,000	50,000
Do	Loyola College	4	0	5	0	0	0	9	0	141	0	62	0	.....	.....	.....	.....	203	0	7	.....	.....	20,000	.....
Do	Morgan College	1	2	3	2	2	0	6	6	28	21	4	0	.....	.....	8	0	172	122	.....	.....	.....	1,800	.....
Chestertown	Washington College	5	0	5	0	0	0	5	0	41	9	42	3	.....	.....	.....	.....	83	12	.....	.....	.....	2,500	.....
Ellicott City	Rock Hill College	7	0	8	0	.....	.....	14	0	117	0	36	0	.....	.....	.....	.....	147	0	.....	.....	.....	4,970	2,400
Do	St. Charles' College	9	0	10	0	.....	.....	19	0	104	0	140	0	.....	.....	.....	.....	241	0	4	0	0	15,000	4,000
Mount St. Marys	Mount St. Mary's College	8	0	13	0	2	0	23	0	39	0	136	0	.....	.....	30	0	205	0	.....	.....	.....	8,000	500
New Windsor	New Windsor College	4	8	5	7	.....	.....	6	8	27	23	36	30	3	6	12	0	108	63	0	0	0	2,000	.....
Westminster	Western Maryland College	2	2	10	5	.....	.....	11	6	50	37	64	84	.....	.....	.....	.....	114	121	.....	.....	.....	2,000	.....
MASSACHUSETTS.																								
Amherst	Amherst College	0	0	31	0	0	0	31	0	0	0	330	0	6	0	0	0	336	0	190	2	9	56,000	.....
Boston	Boston College	0	0	7	0	0	0	18	0	110	0	230	0	0	0	0	0	340	0	42	0	0	14,000	.....
Do	Boston University	0	0	24	1	81	2	111	3	0	0	118	214	83	34	440	62	777	292	275	2		33,000	.....
Cambridge	Harvard University	0	0	123	0	139	0	268	0	0	0	1,599	0	189	0	868	0	2,656	0	199	24	29	400,000	310,000

Springfield	French Protestant College	7	2	7	2	----	----	7	2	40	0	5	0	----	----	4	0	45	0	2	0	0	200		100
Tufts College	Tufts College	0	0	24	0	----	----	24	0	0	0	186	0	----	----	26	0	176	0	55	----	4	28,000		11,600
Williamstown	Williams College	0	0	23	0	0	0	23	0	0	0	351	0	3	0	0	0	354	0	55	1	8	32,000		5,000
Worcester	Clark University	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	30		12,000		3,000
Do	College of the Holy Cross	10	0	11	0	----	----	21	0	144	0	157	0	----	----	----	----	301	0	2	0	0	20,970		5,680
MICHIGAN																									
Adrian	Adrian College	5	3	6	1	3	0	9	4	56	29	35	30	1	0	37	0	97	33	0	0	2	6,000		500
Albion	Albion College	2	2	10	0	0	0	19	8	131	78	120	61	4	3	----	----	(213) 251	142	----	----	3	8,568		2,100
Alma	Alma College	8	6	8	6	0	0	8	6	26	19	18	15	0	0	0	0	72	100	0	0	5	11,500		10,000
Ann Arbor	University of Michigan	0	0	70	0	47	0	98	0	0	0	826	410	61	26	1,275	94	2,162	530	----	2	----	80,705		17,000
Battle Creek	Battle Creek College	1	6	11	5	----	----	12	11	156	118	189	149	----	----	----	----	345	267	0	0	0	2,500		500
Benzonia	Benzonia College	4	2	4	2	----	----	4	2	35	51	1	3	----	----	----	----	36	80	0	0	0	4,000		500
Detroit	Detroit College	6	0	6	0	0	0	12	0	163	0	60	0	0	0	0	0	223	0	0	0	0	5,000		300
Grand Rapids	Western Michigan College	4	1	3	1	----	----	13	9	40	24	5	6	----	----	----	----	312	312	0	0	0	10,000		25
Hillsdale	Hillsdale College	7	3	10	2	4	0	20	5	49	38	57	27	----	----	67	9	259	256	----	----	8	8,000		----
Holland	Hope College	3	1	7	0	3	0	12	3	109	22	52	1	0	0	6	0	196	90	4	0	0	9,200		5,000
Kalamazoo	Kalamazoo College	6	3	6	2	0	0	8	4	77	48	21	19	----	----	----	----	98	67	0	0	2	5,000		500
Olivet	Olivet College	3	2	9	1	0	0	13	5	101	75	136	89	18	9	----	----	245	174	0	0	5	22,000		20,000
MINNESOTA.																									
Collegeville	St. John's University	2	0	20	0	4	0	23	0	40	0	180	0	----	----	33	0	253	0	0	0	0	9,000		2,000
Hamline	Hamline University	4	1	7	1	----	----	13	1	110	58	51	49	----	----	----	----	161	107	----	----	----	5,000		300
Minneapolis	Augsburg Seminary	5	0	10	0	5	0	10	0	57	0	51	0	----	----	53	0	161	0	----	----	5	1,200		----
Do	University of Minnesota	0	0	43	3	33	0	119	3	0	0	606	258	44	13	452	20	1,068	291	----	1	----	37,000		2,000
New Ulm	Dr. Martin Luther College	7	0	7	0	----	----	7	0	18	0	13	0	----	----	11	0	81	0	0	0	0	300		100
Northfield	Carleton College	3	8	10	2	0	0	13	10	75	87	51	59	8	4	0	0	134	150	----	0	1	10,727		----
Do	St Olaf College	9	2	9	2	0	0	9	2	103	45	29	7	0	0	0	0	132	52	0	0	0	1,178		200
St. Paul	Macalester College	8	0	8	0	0	0	8	0	42	0	27	0	----	----	----	----	69	0	----	----	----	5,000		----
St. Paul Park	St. Paul's College	1	0	6	0	----	----	8	0	26	16	23	7	0	0	12	0	92	39	0	0	0	500		100
St Peter	Gustavus Adolphus College	9	1	10	0	0	0	13	2	110	39	44	4	----	----	----	----	212	86	0	0	0	6,000		----
Winnebago City	Parker College	0	1	2	2	0	0	2	3	35	35	12	12	----	----	----	----	37	47	25	----	1	500		----
MISSISSIPPI.																									
Clinton	Mississippi College	4	0	7	0	----	----	11	0	156	0	68	0	----	----	----	----	209	0	0	0	0	2,000		600
Daleville	Cooper Normal College	1	1	3	0	----	----	5	1	30	40	50	60	0	0	0	0	80	100	0	0	0	2,000		500
Harpersville	Hunt and Huddleston College	1	2	4	2	----	----	5	4	37	28	41	33	----	----	----	----	122	61	3	0	1	1,200		2,000
Holly Springs	Rust University	4	4	4	2	----	----	6	5	9	6	6	4	1	0	----	----	103	127	----	----	----	2,000		300
University	University of Mississippi	----	----	15	1	5	0	20	1	88	0	117	7	17	5	20	0	192	13	5	4	0	13,500		1,000
MISSOURI.																									
Bolivar	Southwest Baptist College	0	1	4	1	----	----	4	2	20	15	45	33	----	----	----	----	68	83	----	----	----	1,000		50
Bowling Green	Pike College	2	1	3	2	----	----	4	3	44	54	36	43	0	0	0	0	80	97	12	0	0	400		120
Canton	Christian University	4	3	6	3	----	----	7	4	29	26	35	32	0	2	----	----	88	77	----	----	----	3,000		----
Cape Girardeau	St Vincent's College	5	0	10	0	4	0	15	0	34	0	85	0	----	----	35	0	124	0	----	----	----	12,200		3,500
Carthage	Carthage Collegiate Institute	1	4	1	4	----	----	1	4	34	36	5	8	----	----	----	----	39	44	14	----	----	850		50

* Statistics of 1890–'91.

TABLE 6.—*Statistics of universities and colleges for 1891-'92*—Continued.

Location.	College.	Professors.								Students.										Number of scholarships.	Number of fellowships.	Number of endowed professorships.	Library.	
		Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Total number.					Bound volumes.	Pamphlets.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.	Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
MISSOURI—cont'd.																								
Columbia	University of the State of Missouri.	42	1	42	1	10	0	59	1	147	17	274	41	2	2	98	0	574	140	....	8	0	.....	.....
Edinburg	Grand River College	1	1	1	2	.....	.....	2	3	40	42	11	10	.....	.....	.....	.....	51	52	.....	.....	.....	400	300
Fayette	Central College	6	0	10	0	0	0	10	0	118	0	54	3	0	2	.....	.....	170	5	0	2	2	5,000	.....
Fulton	Westminster College*	1	0	8	0	.....	.....	9	0	49	0	59	0	.....	.....	.....	.....	108	0	.....	.....	5	3,000	1,000
Glasgow	Pritchett School Institute	1	1	4	1	.....	.....	5	2	40	30	12	15	0	2	.....	.....	53	47	13	.....	2	0	0
Greenfield	Ozark College*	0	2	3	3	0	0	3	5	46	54	39	46	.....	.....	.....	.....	85	100	12	.....	0	700	.....
La Belle	Western College	0	1	5	1	.....	.....	5	2	10	14	53	67	.....	.....	.....	.....	63	81	.....	.....	.....	500	500
La Grange	La Grange College*	.....	.....	7	2	.....	.....	7	2	.....	.....	70	56	.....	.....	.....	.....	72	70	.....	.....	.....	1,800	500
Lawson	Presbyterian College of Upper Missouri.	2	5	2	5	.....	.....	2	6	5	6	30	39	.....	.....	.....	.....	35	45	0	0	0	0	7
Liberty	William Jewell College	6	0	6	0	.....	.....	12	0	146	0	101	0	3	0	.....	.....	250	0	20	0	.....	7,000	1,500
Marshall	Missouri Valley College	6	2	6	2	.....	.....	8	3	123	101	32	13	.....	.....	.....	.....	130	140	0	0	1	1,500	300
Morrisville	Morrisville College*	1	1	3	1	.....	.....	4	2	29	27	43	28	.....	.....	.....	.....	71	55	.....	.....	.....	400	200
Neosho	Scarritt Collegiate Institute	4	1	4	1	.....	.....	4	5	44	54	40	35	.....	.....	.....	.....	84	89	0	0	0	600	0
Parkville	Park College	1	4	7	1	..	....	8	5	124	111	50	63	.....	.....	.....	.....	174	174	25	0	0	5,000	1,200
St Louis	Christian Brothers College	9	0	9	0	..	....	24	0	200	0	80	0	.....	.....	.....	.....	370	0	2	0	0	10,100	1,000
Do	St. Louis University	9	0	9	0	..	....	25	0	215	0	53	0	40	0	.....	.....	458	0	6	0	0	30,000	.....
Do	Washington University	20	26	20	0	68	0	116	46	518	404	26	14	.....	.....	219	0	1,154	861	6	0	0	.....	.....
Shelbina	Shelbina Collegiate Institute	1	0	4	0	.....	.....	5	0	15	10	30	40	0	4	.....	.....	45	54	10	0	0	100	200
Springfield	Drury College	1	0	4	0	0	0	5	0	100	100	32	11	.....	.....	.....	.....	132	111	10	0	0	20,000	10,000
Tarkio	Tarkio College	2	0	4	0	.....	.....	6	0	16	22	17	16	.....	.....	.....	.....	33	38	6	0	0	2,000	.....

Trenton	Avalon College	12	6	12	6			12	6	28	22	13	12					151	169					
Warrenton	Central Wesleyan College	3	1	3	0	2	0	10	1	116	45	26	10			33	0	175	58	4	0	4	4,000	
MONTANA.																								
Deer Lodge	College of Montana	1	1	7	0			7	1	49	35	19	6	1	0			69	31	0	0	0	1,200	300
NEBRASKA.																								
Bellevue	University of Omaha	1	2	5	2	30	0	35	4	30	35	4	2			71	2	114	39	5			500	50
Bethany	Cotner University	4	0	11	0	18	0	29	2	22	17	18	10	2	0	43	6	99	85			1	600	200
Crete	Doane College	9	2	9	2			9	2	21	30	43	26					64	56	6		1	5,900	2,200
Fairfield	Fairfield College	4	2	4	2			4	2	20	10	10	2					60	39				150	
Lincoln	University of Nebraska	11	4	32	4	10	0	45	6	149	78	209	155	9	5	54	2	432	237	0	0	0	18 000	
Neligh	Gates College	1	2	4	2			5	4	65	117	12	10					77	127	3	0	3	4,500	
Omaha	Creighton University			10	0	20	0	30	0			162	0	5	0	18	0	185	0				6,000	
University Place	Nebraska Wesleyan University	5	2	8	1			13	3	60	15	37	62					106	77	0	0	0	1,000	300
York	York College	3	2	3	1			4	4	53	74	3	3					56	77	0	0	0	300	75
NEVADA.																								
Reno	State University of Nevada	2	2	11	1			12	2	41	68	26	19	1	0			66	87	0	0	0	3,018	1,880
NEW HAMPSHIRE.																								
Hanover	Dartmouth College	0	0	25	0	17	0	42	0	0*	0	334	0			92	0	426	0	130		11	73,000	
NEW JERSEY.																								
Newark	St. Benedict's College	2	0	6	0			8	0	25	0	79	0					104	0				500	
New Brunswick	Rutgers College	0	0	22	0	0	0	22	0	0	0	221	0	1	0			222	0				27,568	5,000
Princeton	College of New Jersey	0	0	60	0	0	0	60	0	0	0	578	0	102	0	0	0	980	0	89	14		84,000	
South Orange	Seton Hall College *	2	0	12	0	4	0	14	0	25	0	82	0	1	0	37	0	130	0	0	0	0	5,000	1,000
Vineland	College of the Sacred Heart	3	0	6	0	1	0	9	0	9	0	21	0			3	0	33	0				600	
NEW YORK.																								
Alfred Centre	Alfred University	11	6	11	7	5	0	14	8	97	58	64	60	3	4	7	0	164	122	0	0	4	8,455	2,744
Allegany	St. Bonaventure's College	12	0	8	0	6	0	19	0	104	0	80	0			36	0	200	0	12	0	0	6,772	597
Annandale	St. Stephen's College	2	0	5	0			7	0	22	0	55	0					77	0	17	0	2	9,000	
Brooklyn	Polytechnic Institute of Brooklyn	30	2	13	0			43	2	643	0	202	0					845	0	1	0	0	10.000	
Do	St. Francis' College	4	0	6	0	4	0	14	0	33	0	15	0	4	0	0	0	52	0	6	0	0	4,200	1,000
Do	St. John's College	3	0	6	0	5	0	11	0	120	0	35	0			60	0	215	0	11			2,000	1,300
Buffalo	Canisius College	12	0	6	0	0	0	28	0	279	0	49	0	1	0	0	0	329	0	0	0	0	14,300	500
Canton	St. Lawrence University	0	0	7	1	6	0	13	1	0	0	45	42	10	8	31	5	88	55	39	0	9	10,215	5,300
Clinton	Hamilton College	0	0	17	0	0	0	17	0	0	0	150	0	0	6	0	0	150	0	32	0	7	35,000	
Fordham	St. John's College *	13	0	13	0	0	0	26	0	245	0	102	0	4	0	0	0	351	0	1	0	0	26,000	
Geneva	Hobart College	0	0	17	0	0	0	17	0	0	0	76	0	1	0	0	0	77	0	33	0	5	27,378	3,018

*Statistics for 1890-91.

TABLE 6.—*Statistics of universities and colleges for 1891 '92*—Continued.

Location	College.	Professors: Preparatory department. Male	Professors: Preparatory department. Female	Professors: Collegiate department. Male	Professors: Collegiate department. Female	Professors: Professional departments. Male	Professors: Professional departments. Female	Professors: Total number. Male	Professors: Total number. Female	Students: Preparatory department. Male	Students: Preparatory department. Female	Students: Collegiate department. Male	Students: Collegiate department. Female	Students: Graduate department. Male	Students: Graduate department. Female	Students: Professional departments. Male	Students: Professional departments. Female	Students: Total number. Male	Students: Total number. Female	Number of scholarships	Number of fellowships.	Number of endowed professorships.	Library: Bound volumes.	Library: Pamphlets.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
NEW YORK—cont'd																								
Hamilton	Colgate University	6	0	13	0	8	0	27	0	184	0	140	0	0	0	45	0	369	0	63	0	10	21,127	.....
Ithaca	Cornell University	0	0	119	0	4	0	123	0	0	0	1,153	170	142	24	122	1	1,343	195	554	18	2	112,315	25,240
Keuka College	Keuka College	5	1	1	1	0	0	6	8	32	72	4	0	0	0	0	0	93	72	0	0	0	1,500	.....
New York	College of St. Francis Xavier	12	0	14	0	0	0	26	0	190	0	361	0	.....	.....	.....	.....	551	0	22	0	0	30,000	15,000
Do	College of the City of New York.	11	0	35	0	0	0	46	0	529	0	588	0	.....	.....	.....	.....	1,117	0	0	0	0	26,890	350
Do	Columbia College	0	0	111	0	115	0	226	0	0	0	534	3	148	0	288	0	1,970	3	14	19	2	147,140	.....
Do	Manhattan College*	8	0	10	0	0	0	18	0	196	0	119	0	0	0	0	0	317	0	1	0	0	7,518	256
Do	University of the City of New York.	0	0	26	0	68	0	93	0	0	0	128	0	108	5	780	8	1,100	148	48	3	0	15,000	4,000
Niagara University	Niagara University	8	0	14	0	38	0	60	0	48	0	130	0	.....	.....	152	0	450	0	4	0	0	7,000	.....
Rochester	University of Rochester	0	0	14	0	0	0	14	0	0	0	186	0	0	0	0	0	186	0	29	0	5	27,040	.....
Schenectady	Union College	0	0	17	0	0	0	17	0	0	0	181	0	0	0	0	0	181	0	.....	0	0	30,202	3,036
Syracuse	Syracuse University	0	0	13	0	25	0	46	5	0	0	234	123	2	4	42	8	329	207	31	0	4	40,802	8,008
NORTH CAROLINA.																								
Chapel Hill	University of North Carolina	0	0	21	0	8	0	21	0	0	0	197	0	5	0	59	0	249	0	24	1	1	22,486	710
Charlotte	Biddle University	5	0	9	0	5	0	13	0	137	0	51	0	.....	.....	17	0	205	0	.....	.....	.....	4,500	.....
Davidson	Davidson College	0	0	8	0	0	0	8	0	0	0	150	0	0	0	0	0	150	0	8	0	.....	9,000	.....

Durham	Trinity College*	2	0	11	0	1	0	14	0	63	0	112	0	0	0	21	0	176	0	4	2	1	7,000	1,000
Guilford College	Guilford College	5	5	5	5			5	5	50	46	50	46					112	94		0	0	3,200	300
Mt Pleasant	North Carolina College	2	0	4	0	0	0	6	0	57	0	20	0	0	0	0	0	77	0	0	0	1	1,000	500
Newton	Catawba College	6	3	4	1	0	0	6	4	118	48	16	2	0	0	0	0	134	50	0	0	0	2,000	800
Raleigh	Shaw University	4	2	3	0	9	0	18	5	144	143	35	18			130	2	209	163	36	0	1	4,100	
Rutherford College	Rutherford College	5	1	6	1	4	0	11	3	50	52	51	38	0	0	35	3	119	81		0	0	800	500
Salisbury	Livingstone College*	1	3	4	0			5	3	57	57	18	2					121	108				3,000	500
Wake Forest	Wake Forest College			12	0			12	0			233	0					233	0				11,000	3,000
NORTH DAKOTA.																								
Bismarck	North Dakota University	2		1	1	3	0	5	3	30	25	3	7			3	0	46	38	2		2	1,000	1,500
Fargo	Fargo College	2	2	3	2	0	0	5	4	17	34	3	2	0	0	0	0	29	35	0	0	0	500	
Rolla	Rolla University	2	0	1	0	2	0	3	0	12	0	5	0			7	0	31	0				200	250
University	University of North Dakota	11	2	13	0	0	0	15	7	72	35	16	14	4	0	0	0	113	199	0	0	0	4,000	1,000
OHIO																								
Akron	Buchtel College	2	5	11	2			12	6	60	74	59	46					119	120	50	0	6	7,000	
Alliance	Mount Union College	0	2	6	2			17	3	150	87	112	31					372	212			2	4,000	
Ashland	Ashland University	3	3	4	1	2	0	10	5	15	10	55	30			7	0	99	41			0	2,000	1,000
Athens	Ohio University	4	3	8	2			12	5	77	60	64	29					131	80	10	0	0	12,000	500
Berea	Baldwin University*	6	2	8	0	0	0	14	2	100	88	49	33	0	0	0	0	209	121		0		4,000	
Do	German Wallace College	7	0	7	0	2	0	9	0	44	25	31	3	0	0	17	0	90	28	0	0	5	1,665	
Cincinnati	St. Joseph's College	7	0	5	0	0	0	12	0	175	0	100	0					275	0				1,300	1,000
Do	St. Xavier College	11	0	9	0			20	0	238	0	79	0					317	0				16,000	
Do	University of Cincinnati	0	0	15	0	57	0	72	0	0	0	57	40	9	5	754	0	716	51	0	0	0	5,000	
Cleveland	Western Reserve University	8	1	17	0	20	0	50	7	91	36	85	0			146	0	(310) 332	36	0	0		25,000	15,000
Do	Calvin College	2	2	4	0			4	2	12	8	32	2					32	10				2,000	
College Hill	Belmont College	0	1	6	2			6	3	3	0	83	21					86	21	0	0	1	2,000	
Columbus	Capital University	2	0	8	0	3	0	8	0	30	0	83	0			39	0	152	0	0	0	0	2,000	2,500
Do	Ohio State University	13	0	48	1	20	0	66	1	161	26	373	53			54	1	584	80	88	0	0	11,936	
Delaware	Ohio Wesleyan University	8	4	14	3			25	13	379	153	303	128	20	3			710	507	25	0	10	15,000	3,000
Findlay	Findlay College	8	3	6	1	2	0	13	6	34	25	32	29	2	0	13	1	(169) 127	142	10	0	0	2,000	
Gambier	Kenyon College	7	0	8	0	7	0	17	0	134	0	43	0	0	0	28	0	198	0	10	0	8	20,000	
Germantown	Twin Valley College	1	3	1	1			4	5			4	3					14	18				700	200
Granville	Denison University	6	0	10	1			15	1	162	25	118	42					251	80				1,700	1,200
Hillsboro	Hillsboro College	2	3	3	2			5	6	93	102	2	4					93	160				1 000	
Hiram	Hiram College	7	1	8	1	0	0	8	2	72	21	63	25	0	0	0	0	135	46	0	0	1	6,075	
Hopedale	Hopedale Normal College	2	2	2	2			2	2	16	9	6	2	0	0	0	0	12	11	0	0	0	2,000	
Marietta	Marietta College	3	0	10	0	0	0	13	0	96	0	86	0					223	0	45	0		40,000	8,000
New Athens	Franklin College	6	1	4	2	0	0	10	3	44	40	41	34					85	71	0	0	0	3,000	
New Concord	Muskingum College	5	0	6	0	0	0	6	0	25	3	54	22					70	25			6	1,500	500
Oberlin	Oberlin College	11	7	25	5	10	0	52	22	305	222	195	209			102	9	576	786				24,950	27,000
Oxford	Miami University	2	0	9	0			10	0	37	25	56	2	2	0			95	27	0	0	0	11,187	
Richmond	Richmond College	6	2	3	1	0	0	6	2	60	50	12	0	1	0			73	50	0	0	0	3,000	100
Rio Grande	Rio Grande College	3	2	3	2			3	2	70	60	10	7					80	67				500	
Scio	Scio College	6	0	7	0	1	0	13	2	88	43	77	43			23	0	(95) 267	160				1,000	400

*Statistics of 1890-'91.

TABLE 6.—*Statistics of universities and colleges for 1891-'92*—Continued.

Location	College.	Professors. Preparatory department. Male.	Professors. Preparatory department. Female.	Professors. Collegiate department. Male.	Professors. Collegiate department. Female.	Professors. Professional departments. Male.	Professors. Professional departments. Female.	Professors. Total number. Male.	Professors. Total number. Female.	Students. Preparatory department. Male.	Students. Preparatory department. Female.	Students. Collegiate department. Male.	Students. Collegiate department. Female.	Students. Graduate department. Male.	Students. Graduate department. Female.	Students. Professional departments. Male.	Students. Professional departments. Female.	Students. Total number. Male.	Students. Total number. Female.	Number of scholarships.	Number of fellowships.	Number of endowed professorships.	Library. Bound volumes.	Library. Pamphlets.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
OHIO—continued.																								
Springfield	Wittenberg College	3	1	9	0	...	...	12	1	90	45	100	95	8	0	25	0	223	140	...	...	...	10,000	1,000
Tiffin	Heidelberg University	5	0	10	0	4	0	18	2	56	28	95	28	10	1	19	0	250	106	...	...	...	7,500	3,500
Urbana	Urbana University	3	2	4	2	0	0		3	12	28	2	2	0	0	0	0	14	30	6	0	2	6,125	1,852
Westerville	Otterbein University	2	1	9	2	...	...	9	2	96	36	68	35	8	0	...	...	172	71	...	...	5	6,000	...
Wilberforce	Wilberforce University	5	3	4	2	7	0		5	83	62	19	2	0	0	12	0	132	88	19	0	0	4,000	500
Wilmington	Wilmington College*	2	1	4	1	...	...	6	2	34	44	22	15	1	0	...		57	59	...		...	2,000	300
Wooster	University of Wooster	10		6	3	25	0	47	6	119	36	173	62	167	9	79	7	518	165	42		6	11,500	3,000
Yellow Springs	Antioch College	6			2	...	...	9	5	36	52	16	11	7	4	...	...	72	75	...	0	...	7,000	3,000
OREGON.																								
Eugene	University of Oregon	0	0	8		24	0	32	2	0	0	119	98	0	0	69	0	188	98	0		0	3,000	...
Forest Grove	Pacific University	9		6		...	...	10	3	61	46	12	9	...	...	...	...	73	70	35	0	2	6,355	...
McMinnville	McMinnville College	3	2	3	2	...	...	3	2	52	46	5	1			...	...	57	47	18	0	1	1,665	300
Newberg	Pacific College	2	2	3		...	...	5		58	47	8	7	...		...	...	81	69	0	0	0	100	50
Philomath	Philomath College	0		2	0	...	...	2		21	29	20	10	...		...	...	41	39		...	...	1,500	1,200
Salem	Willamette University	5	2		3	33	0	35		97	76	13	6	0	0	49	6	159	223	50	0	3	3,700	2,500
PENNSYLVANIA.																								
Allegheny	Western University of Pennsylvania.	0	0	17	0	0	0	17	0	0	0	131	0	3	0	0	0	137	0	...	...	2	5,000	1,000

Allentown	Muhlenberg College	2	0	6	0	0	0	6	0	56	0	66	0					140	0	20	0	4	5,000	
Annville	Lebanon Valley College	2	1	4	4	0	0	4	4	21	49	28	16	4	0			56	66	0	0	1	3,500	500
Beatty	St. Vincent College	3	0	5	0	4	0	13	0	99	0	77	0	11	0	48	0	235	0	0	0	0	40,000	5,000
Beaver Falls	Geneva College	5	1	6	1	0	0	8	2	24	21	58	48					82	69			2	1,500	600
Bethlehem	Moravian College	0	0	4	0			4	0			20	0			9	0	29	0	0	0	0	5,400	
Carlisle	Dickinson College	3	0	11	0	4	0	18	0	101	5	135	15	4	0	35	0	275	20			10	30,000	
Chester	Pennsylvania Military College	2	0	13	0	0	0	15	0	32	0	101	0					134	0	0	0	0	1,300	
Collegeville	Ursinus College	4	0	13	1	6	0	18	1	61	17	55	9			21	0	137	26				3,500	100
Easton	Lafayette College	0	0	26	0	0	0	26	0	0	0	252	0	44	0	0	0	296	0		0	5	22,700	
Gettysburg	Pennsylvania College	4	0	12	0	0	0	14	0	60	2	161	2	12	0			233	4	40	0	7	22,200	
Greenville	Thiel College	2	1	6	1			8	1	19	5	47	11	3	0			73	44	40	0	1	5,500	300
Grove City	Grove City College	13	3	12	3			12	3	156	56	195	105					491	208				4,000	
Haverford	Haverford College	0	0	21	0	0	0	21	0	0	0	93	0	9	0	0	0	102	0	30	4	2	27,000	3,500
Jefferson	Monongahela College	2	2	6	4	0	0	8	6	35	20	110	50					145	70	0	0	0	500	200
Lancaster	Franklin and Marshall College	4	1	10	0	5	0	19	1	61	13	126	0			60	0	241	13				4,918	1,832
Lewisburg	Bucknell University	4	0	9	0			12	7	84	0	112	17	1	1			(55) 197	102	26		2	11,000	1,000
Lincoln University	Lincoln University*	4	0	9	0	7	0	10	0	63	0	143	0			22	0	228	0				13,000	2,000
Loretto	St. Francis College*	5	0	5	0	0	0	10	0	20	0	51	0					71	0				9,000	
Meadville	Allegheny College	3	3	8	1	0	0	11	3	73	36	96	49	73	5			242	90					
New Berlin	Central Pennsylvania College	3	2	4	1			4	2	31	7	34	6					75	23	1	0	0	3,738	300
New Wilmington	Westminster College	0	1	8	1			8	2	61	41	76	60					144	148	0	0	0	5,000	
Philadelphia	Central High School			23	0			23	0			701	0					701			0	0	4,000	2,500
Do	La Salle College	12	0	9	0	0	0	12	0	150	0	90	0					240	0				8,000	800
Do	University of Pennsylvania	0	0	71	0	148	0	206	0	0	0	510	55	63	10	1,125	0	1,698	65	87	6	6	110,000	90,000
Pittsburg	Duquesne College	1	2	4	3			7	6	30	14	44	50					123	101		0		1,000	200
Do	Holy Ghost College	2	0	8	0			13	0	23	0	91	0					204	0	0	0	0	1,540	100
Swarthmore	Swarthmore College			16	9			16	9	18	9	98	83					116	92	2	0	4	14,882	1,200
Villanova	Villanova College	3	0	5	0	2	0	10	0	19	0	62	0			14	0	95	0				7,000	573
Washington	Washington and Jefferson College	8	0	11	0	0	0	11	0	76	0	147	0	0	0	0	0	223	0	7	0	4	11,000	
RHODE ISLAND.																									
Providence	Brown University	0	0	47	0	0	0	47	0	0	0	348	0	55	0	0	0	403	0	100	2	4	71,000	20,000
SOUTH CAROLINA.																									
Clinton	Presbyterian College of South Carolina	4	2	5	0			6	2	36	26	56	12	3	0			95	38	0	0	1	200	
Columbia	Allen University	5	0	5	0	4	0	10	4	20	25	3	2			11	0	34	27				250	40
Do	South Carolina College	0	0	12	0	1	0	13	0	0	0	77	0			20	0	97	0	6	0	0	30,000	
Due West	Erskine College	1	0	5	0			6	0	20	0	62	0					82	0			1	6,000	500
Greenville	Furman University	2	0	8	0			10	0	47	0	106	0					153	0	0	0	0	5,000	500
Newberry	Newberry College	2	0	5	0	3	0	8	0	21	0	66	0	5	0	6	0	98	0	4	0		5,500	1,000
Orangeburg	Claflin University	3	6	6	1			9	7	390	190	18	2					408	192				1,000	500
Spartanburg	Wofford College			8	0			8	0			158	0					158	0				6,000	

* Statistics of 1890-'91.

TABLE 6.—*Statistics of universities and colleges for 1891-'92*—Continued.

Location.	College.	Professors.						Students										Number of scholarships	Number of fellowships	Number of endowed professorships	Library.	
		Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments		Total number.					Bound volumes.	Pamphlets.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
SOUTH DAKOTA.																								
East Pierre	Pierre University	3	3	3	1	....	....	6	3	14	36	10	0	....	....	....	....	24	36	0	0	0	1,300	.....
Hot Springs	Black Hills College	3	3	3	3	....	....	6	3	47	46	1	1	....	....	....	....	48	47	....	....	....	37	152
Mitchell	Dakota University	5	6	4	5	....	....	5	5	58	36	12	5	....	....	....	....	130	124	0	0	0	2,000	500
Redfield	Redfield College	3	3	4	1	....	....	5	4	10	11	12	4	....	....	....	....	71	28	....	....	....	2,000	500
Vermillion	University of South Dakota	8	0	8	0	....	....	11	1	89	73	25	18	....	....	....	....	138	113	0	0	0	2,788	1,225
Yankton	Yankton College	6	2	8	2	....	....	9	5	68	44	13	14	....	....	....	....	85	81	3	0	0	4,517	487
TENNESSEE.																								
Bristol	King College*	4	0	5	0	0	0	5	0	56	0	41	0	....	....	....	....	98	0	....	....	2	800	700
Chattanooga	U. S Grant University	11	8	71	6	25	0	36	6	121	103	80	26	....	....	160	0	401	129	....	....	1	2,000	300
Clarksville	Southwestern Presbyterian University.	0	0	8	0	5	0	0	0	0	0	120	0	....	....	24	0	130	0	....	....	2	4,000	2,000
Hiwassee College	Hiwassee College*	....	....	5	0	....	....	5	0	....	....	71	0	....	....	....	....	71	0	....	....	....	2,148	.....
Huntingdon	Southern Normal University	2	2	8	1	5	0	10	4	100	86	100	100	....	....	3	0	300	186	5	0	0	1,200	500
Jackson	Southwestern Baptist University.*	2	0	5	0	....	....	8	0	50	0	137	2	1	0	....	....	214	....	....	....	....	3,000	450
Knoxville	Knoxville College	1	12	4	14	0	0	4	12	26	30	10	0	....	....	....	....	52	30	30	0	0	2,400	250
Do	University of Tennessee	0	0	24	0	24	0	48	0	0	0	196	0	35	0	301	0	532	0	975	4	7	7,500	1,200
Lebanon	Cumberland University	2	0	4	0	8	0	14	0	94	0	103	0	....	....	104	0	301	0	....	....	....	2,000	4,000
McKenzie	Bethel College	4	2	2	1	....	....	6	3	116	99	30	18	....	....	....	....	146	114	....	....	....	2,500	600

Maryville	Maryville College	5	4	5	1	0	0	8	5	127	77	67	60					154	127	2	0	0	11,000	2,000
Memphis	Christian Brothers' College*		0	10	0			21	0	128	0	80	0					250	0		0		2,500	1,000
Milligan	Milligan College	2		3	1			5	4	75	26	65	24					140	50				475	100
Mossy Creek	Carson and Newman College			10	3			11	4	75	70	34	73					209	143	4			2,000	3,500
Nashville	Central Tennessee College			3	0	21	1	25	2	48	13	8	3	0	0	179	2	235	18	2	0	0	2,675	740
Do	Fisk University			6	4	3	0	8	20	110	91	39	10			2	0	212	308	0	0	0	4,075	300
Do	Roger Williams University		5	5	1			7	5	50	78	44	4					94	82				4,500	1,000
Do	Vanderbilt University		0	23	0	49	0	72	0	0		13	0	46	0	634	0	710	0	31	20	0	18,000	8,000
Sewanee	University of the South		0	16	0	13	0	27	0	102		72	0			26	0	300	0	27	0	0	32,400	6,000
Spencer	Burritt College	2	0	3	1	0	0	5		78	52	28	0	0	0	0	0	106	61	0	0	0	2,000	250
Tusculum	Greeneville and Tusculum College.			4	1					84	53	30	10						63				7,200	300
Washington College	Washington College	0	2	2	1			3	3	53	44	21	25					7	69				1,200	
TEXAS.																									
Austin	University of Texas			25	1	13	0	38		0	0	166	109	8	0	115	0	289	109	0	8	0	10,000	
Brownwood	Howard Payne College			3	2			0	3	117	96	45	40					182	136				1,000	100
Fort Worth	Fort Worth University	0		6	8			6	0	47	39	8	8					62	100	0	0	0	833	500
Galveston	St. Mary's University*		0	5	0	0	0	7	0	35	0	90	0					125	0				2,500	100
Georgetown	Southwestern University	4	7	9	0			13	7	155	57	107	107					322	164	0	0	0	1,000	500
Italy	Hope Institute	0		3	1			3	2	30	35	47	53					100	97				150	
Marshall	Wiley University	7						7	4	223	200							225	200				1,500	1,000
Sherman	Austin College		0	7	0			8	0	40	0	103	0					14	0	0	0	3	5,000	2,000
Tehuacana	Trinity University	0	3	9	2	2	0	10	4	100	80	110	29			32	0	206	109			3	2,000	300
Thorpe Spring	Add Ran Christian University		2	5	1			7	8	63	39	103	71					212	48	0	0	0	1,700	300
Waco	Paul Quinn College	2		5	3	1	0	3	4		12	4	7			5	0	22	22				800	150
UTAH																									
Salt Lake City	University of Utah		0	12	0	1	0	16	0	51	43	21	16	2	0			77	59	0	0	0	12,000	6,000
VERMONT.																									
Burlington	University of Vermont	0	0	21	0	22	0	46	0	0	0	160	35			209	0	13	35	75	0	3	43,982	
Middlebury	Middlebury College	0		9	0	0	0	0	0	0		65	23	0	0	0	0	65	23	81	0	3	16,500	1,200
VIRGINIA.																									
Ashland	Randolph-Macon College	12		13	0			25	2	173	0	30	0			223	0	303	0	5	0	5	8,500	
Charlottesville	University of Virginia	0	0	30	0	16	0	4	0	0	0	298	0					518	0	18	0	5	40,000	12,000
Emory	Emory and Henry College	2	0	6	0	1	0	9	0	27	0	96	0					123	0	0	0	0	5,000	1,000
Hampden-Sidney	Hampden-Sidney College	0	0	7	0			7	0	0	0	55	0	1	0	0	0	165	0	15			8,000	
Lexington	Washington and Lee University.	0	0	16	0	2	0	18	0			79	0			63	0	242	0	18	1	7	30,000	10,000
New Market	Polytechnic Institute	1	1	3	2			4	3	25	20	11	12					36	32	0	0	0	550	200
Richmond	Richmond College	0	0	11	0	1	0	12	0	0	0	190	0			14	0	204	0	30	0	2	11,300	2,000
Salem	Roanoke College	3	0	9	0			12	0	21	0	117	0					141	0				17,000	

*Statistics of 1890-'91.

TABLE 6.—*Statistics of universities and colleges for 1891-'92*—Continued.

Location.	College.	Professors.							Students										Number of scholarships.	Number of fellowships	Number of endowed professorships.	Library	
		Preparatory department.		Collegiate department		Professional departments.		Total number	Preparatory department		Collegiate department		Graduate department		Professional departments.		Total number					Bound volumes	Pamphlets.
		Male.	Female.	Male	Female.	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
WASHINGTON.																								
Colfax	Colfax College	2	3	2	3			5	3	17	15	9	5					49	36	0	0	0	200	200
Seattle	University of Washington	3	4	4	1			7	7	37	43	26	19					83	119	0	0	0	2,139	1,500
Sumner	Whitworth College	4	1	5	4			9	4	43	28	12	7					55	35				250	150
Vancouver	St James College*	2	0	1	0	1	0	3	0	85	0	6	0			4	0	138	0	0	0	0	600	1,200
Walla Walla	Whitman College	6	1	1	0			8	4	24	29	18	13					55	55	0	0	0	3,775	2,350
WEST VIRGINIA																								
Bethany	Bethany College*	1	0	6	1			8	1			119	25	2	0			125	50	0	0	0	2,000	1,000
Flemington	West Virginia College	3		3	0			3	1	50	3	4	2			1	0	54	10				200	50
Morgantown	West Virginia University	4	0	5	0	2	0	21	0	116	0	72	10			26	0	214	10				5,000	1,000
WISCONSIN																								
Appleton	Lawrence University	7	3	7				11	4	59	44	44	33	1	0			177	168	3		4	13,000	
Beloit	Beloit College	6	0	16	0	0	0	22	0	284	0	100	0					393	0	40	0	0	17,800	
Franklin	Mission House		0	7	0	3	0	6	0	16	0	74	0	0	0	16	0	106	0	0	0	0	5,000	200
Galesville	Gale College																	30	50				2,000	
Madison	University of Wisconsin	0	0	49		23	1	82	6	0	0	638	209	18	4	187	2	862	220		9		24,000	3,500
Milton	Milton College	5		6				6		60	10	35	30					95	80				3,000	775
Milwaukee	Marquette College	8	0	0	0			12	0	17	0	225	0	4	0			246	0	0		0	16,000	

Ripon	Ripon College	7	3	6	1		..	9	4	71	50	27	18	...	....	....		108	114	3	0	2	6,750	10,200
St. Francis	Seminary of St. Francis of Sales	...	....	7	0	6	0	13	0	....	....	130	0	.....	.	120	0	250	0	0	0	0	12,400	1,000
Watertown	Northwestern University	4	0	5	0	..	.	9	0	100	16	58	0	......		...		160	16	....	....	.	8,900	500
WYOMING.																							
Laramie	University of Wyoming	7	3	11	3	0	0	11	3	39	22	5	9	..	.			62	58	0	0	0	2,300	1,000

*Statistics of 1890–'91.

COLLEGES FOR WOMEN.

TABLE 7.—*Statistics of colleges for women for 1891-'92*—DIVISION A.

Location.	Name.	Professors and instructors.						Students.							Volumes in library.
		Preparatory department.		Collegiate department.		Total number									
		Male.	Female.	Male.	Female.	Male	Female.	Preparatory department.	Collegiate department.	Graduate department.	Total number.	Number of scholarships.	Number of fellowships.	Number of endowed professorships.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CALIFORNIA.															
Mills College	Mills College	0	12	5	7	5	19	169	11	0	180	13	0	1	4,500
MARYLAND.															
Baltimore	Woman's College of Baltimore*	10	17	12	11	14	18	285	75	0	360	.....	.....	.....	.....
MASSACHUSETTS.															
Cambridge	Society for the Collegiate Instruction of Women.	0	0	71	0	71	0	0	220	21	241	1	0	0	5,000
Northampton	Smith College	0	0	13	21	13	21	0	646	7	653	100	.....	.....	5,500
South Hadley	Mt Holyoke Seminary and College.	0	0	0	33	0	33	0	145	0	289	7	0	1	14,000
Wellesley	Wellesley College	0	0	0	68	0	68	0	689	10	699	30	0	0	42,000
NEW JERSEY.															
Princeton	Evelyn College	2	2	14	5	15	6	14	23	0	37	.....	.....	.....	.....
NEW YORK.															
Aurora	Wells College	0	3	3	11	3	11	15	47	0	81	0	0	0	5,000
Elmira	Elmira College	0	0	3	7	7	11	52	58	1	201	.....	0	0	3,013
New York	Barnard College*	0	0	17	1	16	1	0	40	12	53	1	0	0	153
Do	Rutgers Female College	0	1	3	6	3	9	14	34	0	48	0	0	0	1,600
Poughkeepsie	Vassar College	0	0	8	18	10	22	0	352	0	403	.....	0	4	20,000
OHIO.															
Cleveland	Cleveland College for Women	0	0	15	2	15	2	0	45	0	45	.	2	.....	25,000
PENNSYLVANIA.															
Bryn Mawr	Bryn Mawr College	0	0	19	9	19	0	0	143	27	170	0	7	0	10,000

*Statistics of 1890-'91.

TABLE 8.—*Statistics of colleges for women for 1891-92*—DIVISION B.

Location.	Name.	Professors and instructors.		Students.						Volumes in library.
		Male.	Female.	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate students.	Total number.	
1	2	3	4	5	6	7	8	9	10	11
ALABAMA										
Athens	Athens Female College*	1	10	43		....	130	...	173	800
Huntsville	Huntsville Female College	2	21	12	25	14	170		241	3,288
Marion	Judson Female Institute	2	12	0	26		128	5	159	1,400
Do	Marion Female Seminary	0	9	25	10	35	40	8	118	600
Talladega	Isbell College	1	9		15		60	...	75	471
Tuscaloosa	Central Female College*	1	5	35	...	40	75	...	150	500
Do	Tuscaloosa Female College*	0	8	28	0	48	105	....	220	3,000
Tuskegee	Alabama Conference Female College	2	11	*30	*40	*20	*90	....	*170	1,000
CALIFORNIA.										
San José	College of Notre Dame*	0	20	32	28	[illegible]	14	2	100	5,000
Santa Rosa	Santa Rosa Seminary	0	9	10	8	[illegible]	[illegible]	[illegible]	40	1,000
GEORGIA.										
Athens	Lucy Cobb Institute*	0	11	2	....	12	111	...	125	2,000
Cuthbert	Andrew Female College*	0	10	....		51	124	....	175	2,500
Dalton	Dalton Female College	2	6	50	..		60	....	120	200
Forsyth	Monroe Female College*	2	6	50	....		45	.	95	1,000
Gainesville	Georgia Female Seminary	0	10	60	40		120	....	220	800
La Grange	La Grange Female College*	5	11	52		47	103	..	213	968
Do	Southern Female College	3	13		35	.	160	....	204	5,000
Macon	Wesleyan Female College	7	10	...			306	....	306	2,500
Marietta	Harwood Seminary	0	7	49	30	25	57	....	161	200
Milledgeville	Georgia Normal and Industrial College.	2	10	40	.	...	172	....	212	506
Rome	Shorter College	4	14	....	40	...	168	1	209	2,000
Thomasville	Young Female College	1	3	.	27	....	68	....	95	.....
ILLINOIS.										
Chicago	Seminary of the Sacred Heart*	2	16	....	....	....	..	....	140	5,000
Jacksonville	Illinois Female College	5	7	20	50	100	....	....	170	1,000
Do	Jacksonville Female Academy	4	13	....	31	....	82	...	258	2,000
Knoxville	St. Mary's School	4	12	....	....	....	....	....	130	1,500
Rockford	Rockford College	0	20	....	....	129	40	1	169	5,000
KANSAS.										
Oswego	College for Young Ladies	0	9	5	21	37	26	...	73	500
Topeka	College of the Sisters of Bethany	2	15	35	84		109	..	228	2,000
KENTUCKY.										
Bowling Green	Potter College	2	16	....	....	..	227		227	3,000
Danville	Caldwell College	0	12	20	44	.	86	..	150	500
Georgetown	Georgetown Female Seminary	6	9	33	.		94	..	127	300
Glendale	Lynnland Female College	3	2	.	10	25	25	....	60	3,000
Harrodsburg	Daughters College	2	5	30	....	....	100	....	130	600
Lexington	Hamilton Female College*	5	11	20	20	....	145	.	190	....
Do	Sayre Female Institute	2	11	77	..	29	110	.	221	1,000
Millersburg	Millersburg Female College	4	11	60	62		81		213	300
Nicholasville	Jessamine Female Institute*	0	10	20	35	46	18	2	165	0
Owensboro	Owensboro Female College	2	5	30	..		53	.	83	500
Pewee Valley	Kentucky College for Young Ladies.*	1	8	27	18	....	36	.	87	1,500
Russellville	Logan Female College	1	9	23	47	28	33	....	168	300
Shelbyville	Stuart Female College*	0	6	....	....	....	....	....	72	250
Stanford	Stanford Female College	1	5	30	26	40	19	....	104	1,000
Winchester	Winchester Female College	1	7	30	17	40	20	....	107	.....

* Statistics of 1890-91

TABLE 8.—*Statistics of colleges for women for 1891-'92*—DIVISION B—Continued.

Location.	Name.	Professors and instructors.		Students						Volumes in library.
		Male.	Female.	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate students.	Total number	
1	2	3	4	5	6	7	8	9	10	11
LOUISIANA										
Clinton	Silliman Female Collegiate Institute *	2	6	20	23	.	83	..	126	1,000
Minden	Jefferson Davis College	3	3	68	36	55	34	..	193	1,000
MAINE.										
Deering	Westbrook Seminary	4	4	...	60	70	...	..	130	3,000
Kents Hill	Maine Wesleyan Seminary and Female College	7	6	0	58	241	16	.	315	6,000
MARYLAND.										
Frederick	Frederick Female Seminary	2	10	...	17	....	74	2	93	2,500
Lutherville	Lutherville Female Seminary	6	9	...	....	85	21	7	113	2,000
MASSACHUSETTS.										
Auburndale	Lasell Seminary for Young Women	11	22	0	19	....	83	1	101	1,856
MINNESOTA.										
Albert Lea	Albert Lea College	1	7	...	..	31	16	1	48	1,500
MISSISSIPPI.										
Blue Mountain	Blue Mountain Female College	5	13	38	32	..	160	..	230	1,200
Brookhaven	Whitworth Female College *	3	5	4	16		121	....	141	500
Clinton	Hillman College	2	7	15	20	30	70	...	135	2,500
Columbus	Industrial institute and College	1	16	0	0	17	142	....	319	300
Corinth	Corinth Female College *	0	7	35	30	35	8	....	108	.....
Meridian	East Mississippi Female College.	0	10	27	32	14	61	...	134	500
Oxford	Union Female College	1	5	..	....	..	....	.	81	300
Pontotoc	Chickasaw Female College	1	4	40	17	0	13	5	75	2,000
Port Gibson	Port Gibson Female College	2	5	20	35	...	40	...	95	.....
Shuqualak	Shuqualak Female College	1	5	...	27	21	54	....	102	400
Summit	Lea Female College	1	4	.	....	9	43	....	52	324
MISSOURI.										
Columbia	Christian Female College *	4	8	33	21		92	..	146	1,000
Do	Stephens College *	5	8	...	28	...	100	..	128	2,000
Fayette	Howard Payne College	2	11	30	70	29	56	1	221	1,000
Fulton	Synodical Female College	2	12	.	.	.	....	.	165	1 000
Independence	Presbyterian College	1	9	45	21		30	...	96	100
Jennings	St. Louis Seminary	1	6	.	.	5	15	.	20	2,500
Lexington	Baptist Female College	3	6	20		40	45	2	107	300
Do	Central Female College *	4	12	10	12	30	108	3	163	2,500
Do	Elizabeth Aull Female Seminary *	4	8	....	.	...	....	..	91	500
Mexico	Hardin College	6	8	....	.	...	230	...	230	1,000
St. Charles	Lindenwood Female College *	0	11	....	..	11	69		86	25
NEW HAMPSHIRE.										
Tilton	New Hampshire Conference Seminary and Female College.	4	8		42	102	21	1	166	2,000
NEW JERSEY.										
Bordentown	Bordentown Female College *	5	6	....	....	29	....	...	29	1,000

* Statistics of 1890-'91.

TABLE 8.—*Statistics of colleges for women for 1891-'92*—DIVISION B—Continued.

Location	Name	Professors and instructors.		Students.						Volumes in library
		Male	Female	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate students.	Total number.	
1	2	3	4	5	6	7	8	9	10	11
NEW YORK.										
Brooklyn	Packer Collegiate Institute	3	42	56	291	278	131	5	760	5,600
NORTH CAROLINA.										
Asheville	Asheville Female College	3	7	....	25	....	134	....	159	800
Dallas	Gaston College	2	4	....	51	....	22	....	73	400
Greensboro	Greensboro Female College	3	15	....	....	....	237	....	237	1,000
Hickory	Claremont Female College	3	6	28	....	....	....	....	84	....
Lenoir	Davenport Female College	1	6	23	....	39	20	....	82	170
Louisburg	Louisburg Female College	1	8	10	21	18	48	....	97	450
Murfreesboro	Chowan Baptist Female Institute *	3	6	....	....	....	....	....	82	4,000
Do	Wesleyan Female College *	2	2	....	....	....	....	....	55	....
Oxford	Oxford Female Seminary *	3	12	....	80	40	50	....	170	600
Salem	Salem Female Academy	4	28	....	....	31	213	....	295	5,000
Wilson	Wilson Collegiate Institute	1	5	25	30	20	20	....	95	1,000
OHIO.										
Cincinnati	Bartholomew English and Classical School	....	17	16	18	115	....	....	169	1,000
Do	Cincinnati Wesleyan College	4	7	....	8	14	29	3	54	1,100
Glendale	Glendale Female College	3	11	....	32	....	61	....	113	3,000
Granville	Granville Female College *	2	8	....	....	....	....	....	90	1,603
Do	Shepardson College *	3	15	8	44	....	28	....	128	....
Oxford	Oxford College	3	19	....	....	39	77	....	217	4,000
Painesville	Lake Erie Seminary	0	22	....	....	120	....	....	129	5,000
PENNSYLVANIA.										
Allentown	Allentown Female College	1	8	14	....	29	44	....	128	600
Bethlehem	Moravian Seminary for Young Ladies.	3	12	....	18	....	79	....	97	6,000
Chambersburg	Wilson College *.	4	16	....	39	....	78	....	199	3,500
Lititz	Linden Hall Seminary	3	7	....	11	....	57	2	70	3,700
Mechanicsburg	Irving College for Young Ladies	4	5	18	....	....	62	....	80	300
Ogontz School	Ogontz School	6	20	11	....	111	....	....	122	5,000
Pittsburg	Pittsburg Female College	6	16	....	....	....	....	....	200	2,000
SOUTH CAROLINA.										
Columbia	Columbia Female College	4	6	0	0	0	125	0	125	1,000
Do	Presbyterian College for Women	5	16	....	15	17	78	....	127	50
Due West	Due West Female College	1	10	64	....	....	125	....	189	300
Gaffney City	Cooper Limestone Institute	2	6	....	30	....	108	3	141	100
Greenville	Greenville Female College	4	15	22	....	20	178	....	253	700
Walhalla	Walhalla Female College *	1	2	15	30	40	40	....	125	300
Williamston	Williamston Female College	2	7	....	....	35	88	....	123	3,000
TENNESSEE.										
Bristol	Sullins College	6	6	35	26	40	98	3	202	1,000
Brownsville	Brownsville Female College	4	9	15	12	47	60	0	153	1,500
Do	Union Female College *	0	4	12	30	....	32	....	74	300
Franklin	Tennessee Female College *	2	6	22	9	31	54	....	116	500
Gallatin	Howard Female College	0	10	20	5	20	107	....	152	480
Jackson	Memphis Conference Female Institute. *	2	12	....	33	....	124	....	157	4,000
McMinnville	Cumberland Female College	2	3	28	....	....	100	....	128	1,000
Murfreesboro	Soule Female College *	1	9	....	30	....	180	....	210	300
Nashville	Nashville College for Young Ladies *	9	18	....	....	....	....	....	413	600

* Statistics of 1890-'91.

TABLE 8.—*Statistics of colleges for women for 1891-'92*—DIVISION B—Continued.

Location.	Name.	Professors and instructors.		Students.						Volumes in library.
		Male.	Female.	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate students.	Total number.	
1	2	3	4	5	6	7	8	9	10	11
TENNESSEE—cont'd										
Nashville	Ward Seminary	2	15	31	22	17	226	...	302	800
Pulaski	Martin Female College	0	9	5	14	...	63	...	82	1,200
Rogersville	Synodical Female College	2	13	13	30	...	126	6	184	100
Shelbyville	Shelbyville Female College*	1	5	30	55	...	40	...	125	700
Somerville	Somerville Female Institute*	2	3	50	...	...	57	...	107	500
Winchester	Mary Sharp College*	3	8	...	19	...	43	...	91	.....
TEXAS.										
Belton	Baylor Female College*	4	16	10	40	117	130	3	300	2,000
Chapel Hill	Chapel Hill Female College	2	5	30	125	...	45	...	160	300
VIRGINIA.										
Abingdon	Martha Washington College*	3	9	10	15	53	75	...	161	1,500
Do	Stonewall Jackson Institute	1	3	24	....	19	40	...	105	500
Charlottesville	Albemarle Female Institute	3	4	....	....	....	65	...	65	500
Christiansburg	Montgomery Female College	0	4	20	13	27	8	...	53	.....
Danville	Danville College for Young Ladies.	3	3	.	43	..	20	...	150	.....
Do	Roanoke Female College	3	4	10	14	12	40	1	70	1,500
Glade Spring	Southwest Virginia Institute	3	13	....	....	....	....	...	140	1,200
Hollins	Hollins Institute	8	13	16	....	....	157	...	173	1,500
Marion	Marion Female College	3	7	...	25	....	59	...	84	500
Norfolk	Norfolk College for Young Ladies.	5	18	30	75	255	....	...	360	700
Petersburg	Southern Female College*	3	9	....	12	....	75	...	87	5,000
Staunton	Staunton Female Seminary	4	7	....	....	25	40	...	65	800
Do	Virginia Female Institute	3	8	9	....	80	47	...	116	800
Do	Wesleyan Female Institute	3	22	40	40	20	65	10	175	800
Winchester	Valley Female College*	1	6	....	....	....	....	...	80	.
WEST VIRGINIA										
Parkersburg	Parkersburg Seminary	1	2	....	....	....	....	....	35	.
WISCONSIN.										
Fox Lake	Downer College	0	7	....	11	24	14	....	49	2,000
Milwaukee	Milwaukee College*	4	7	....	110	.	10	....	120	3,000

* Statistics of 1890-'91.

PROFESSIONAL SCHOOLS.

TABLE 9—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians for 1891–'92.*

	Number of schools	Professors and instructors.		Students.			
		Regular and permanent.	Special or occasional.	In attendance.	Graduating.	Having degree in letters or science (as far as reported).	Number of, in schools represented in column 7.
1	2	3	4	5	6	7	8
United States	220	4,301	496	25,954	7,281	1,342	14,398
(A) BY CLASSES.							
Preparatory	3	17	0	47	0	6	31
Regular	89	2,233	190	14,934	4,115	1,097	9,570
Homeopathic	13	292	7	1,056	243	61	1,009
Eclectic	8	121	11	570	164	39	490
Physio-medical	2	39	0	48	2	1	15
Graduate	6	339	74	1,201	.....	.....	.....
Dental	25	495	201	2,874	1,282	82	1,888
Pharmaceutical	29	203	13	2,799	722	31	1,032
Nurse training	36	467	.....	1,862	582	.....	.....
Veterinary	8	105	0	533	171	6	366
(B) BY GEOGRAPHICAL DIVISIONS.							
North Atlantic	72	1,703	239	10,414	2,837	a804	a6,425
South Atlantic	37	400	76	2,875	802	147	1,424
South Central	23	379	40	3,473	1,152	106	1,600
North Central	80	1,571	120	8,503	2,336	220	3,918
Western	13	242	21	689	134	39	659
(C) BY STATES							
Regular.							
Maine	1	2	6	99	29	.....	.....
New Hampshire	1	9	6	104	25	3	104
Vermont	1	14	12	195	50	15	195
Massachusetts	2	40	44	479	109	161	479
Connecticut	1	24	0	72	22	[redacted]	72
New York	9	361	39	[redacted]	[redacted]	383	2,130
Pennsylvania	[redacted]	250	8	1,758	441	114	1,659
Maryland	5	116	0	1,186	343	47	222
District of Columbia	4	79	10	402	72	44	377
Virginia	2	18	9	203	41	27	145
North Carolina	1	8	0	62	8	No data	.....
South Carolina	1	16	[redacted]	50	12	12	50
Georgia	3	38	0	240	101	No data	.....
Kentucky	4	80	0	1,332	495	9	435
Tennessee	4	74	7	791	258	39	375
Alabama	1	14	0	131	35	No data	.....
Louisiana	2	25	4	396	101	23	396
Texas	1	14	0	24	3	3	24
Arkansas	1	20	3	119	25	10	25
Ohio	7	143	1	701	204	9	163
Indiana	3	59	3	216	79	29	246
Illinois	4	177	18	1,254	290	[redacted]	1,026
Michigan	3	129	4	739	202	44	456
Minnesota	2	49	0	170	28	0	26
Iowa	3	49	2	307	73	6	43
Missouri	6	207	4	1,008	360	24	365
Nebraska	2	39	0	82	14	1	47
Colorado	3	66	0	103	18	0	103
Oregon	2	41	3	44	11	1	26
California	3	72	1	307	65	33	307

a Not including schools of veterinary science and nurse training.

TABLE 9.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians for 1891-'92*—Continued.

	Number of schools.	Professors and instructors.		Students.			
		Regular and permanent.	Special or occasional	In attendance	Graduating	Having degree in letters or science (so far as reported)	Number of, in schools reporting in column 7.
1	2	3	4	5	6	7	8
(C) BY STATES—continued							
Regular—Continued.							
North Atlantic Division	20	700	115	5,035	1,280	703	4,623
South Atlantic Division	16	275	19	2,152	577	130	891
South Central Division	13	227	14	2,786	917	84	1,254
North Central Division	32	852	38	4,507	1,247	146	[illegible]
Western Division	8	179	4	454	94	34	436
United States	89	2,233	190	14,934	4,115	1,097	9,579
Homeopathic.							
Massachusetts	1	39	2	133	24	24	133
New York	2	66	0	169	43	11	169
Pennsylvania	1	25	0	247	64	10	247
Ohio	2	44	0	148	45	6	101
Illinois	1	25	1	131	19	15	131
Michigan	1	9	1	83	18	2	92
Minnesota	1	20	0	24	4	4	24
Iowa	1	[illegible]	0	57	3	2	57
Missouri	2	36	3	66	12	5	66
California	1	19	0	31	11	2	31
North Atlantic Division	4	130	3	549	131	45	549
North Central Division	3	143	5	506	101	34	506
Western Division	1	19	0	31	11	2	31
United States	13	292	7	1,086	243	81	1,086
Eclectic.							
New York	1	17	7	65	13	4	65
Georgia	1	7	1	63	29	5	63
Ohio	2	37	1	250	67	15	250
Illinois	1	33	0	85	13	10	85
Indiana	1	17	0	23	5	4	23
Iowa	1	20	0	35	9	1	35
Missouri	1	10	2	80	28	No data.	
North Atlantic Division	1	17	7	65	13	4	65
South Atlantic Division	1	7	1	63	29	5	63
North Central Division	6	97	3	442	122	30	382
United States	8	121	11	570	164	39	490
Dentistry.							
Massachusetts	1	33	3	50	20	2	50
New York	1	39	4	272	85	3	272
Pennsylvania	3	59	30	502	324	25	422
Maryland	3	49	50	310	175	21	310
District of Columbia	3	49	6	86	17	2	33
Kentucky	1	14	11	67	36	0	67
Tennessee	2	18	15	133	72	0	133
Ohio	1	12	3	145	80	(No data.)	
Indiana	1	23	0	88	55	12	88
Illinois	3	80	31	437	193	4	277
Michigan	1	11	0	198	39	(No data.)	
Minnesota	1	15	10	53	4	0	53
Iowa	1	11	9	184	58	[illegible]	[illegible]
Missouri	2	48	12	162	83	2	37
Colorado	1	11	0	12	5	[illegible]	[illegible]
California	1	23	17	89	24	1	89

TABLE 9.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians for 1891-'92*—Continued.

	Number of schools	Professors and instructors		Students			
		Regular and permanent.	Special or occasional.	In attendance.	Graduating	Having degree in letters or science (as far as reported)	Number of in schools represented in column 7.
1	2	3	4	5	6	7	8
(C) BY STATES—continued							
Dentistry—Continued.							
North Atlantic Division	5	131	97	920	429	30	751
South Atlantic Division	5	98	56	396	192	32	343
South Central Division	3	32	26	200	108	18	200
North Central Division	10	200	65	1,257	524	1	505
Western Division	2	34	17	101	29	1	89
United States	25	495	201	2,874	1,282	82	1,888
Pharmacy.							
Massachusetts	1	9	2	279	28	4	279
New York	3	25	2	425	142	1	98
Pennsylvania	2	15	0	686	215	12	49
Maryland	1	3	0	135	39	0	135
District of Columbia	2	12	0	73	20	0	19
Kentucky	2	20	0	78	19	3	66
Tennessee	2	11	0	33	8	0	33
Louisiana	1	3	0	46	13	1	46
Ohio	2	23	0	100	35	0	100
Indiana	1	6	0	70	21	1	70
Illinois	2	6	5	250	50	(No data.)	
Michigan	1	11	0	81	21	5	81
Wisconsin	1	6	0	64	15	0	64
Minnesota	1	6	0	6	1	0	6
Iowa	2	12	3	77	13	3	26
Missouri	2	15	1	246	62	(No data.)	
Kansas	1	12	0	47	12	0	47
Colorado	1						
California	1	10	0	103	0	2	103
North Atlantic Division	6	49	4	1,390	283	17	406
South Atlantic Division	3	15	0	208	59	0	154
South Central Division	5	34	0	157	40	4	145
North Central Division	13	95	9	941	240	8	221
Western Division	2	10	0	103	0	2	103
United States	29	203	13	2,799	722	31	1,032
Nurse training							
Vermont	1	5		17	3		
Massachusetts	5	107		284	108		
Connecticut	1	8		54	21		
Rhode Island	1	18		39	8		
New York	14	151		746	212		
New Jersey	2	14		50	22		
Pennsylvania	4	58		245	100		
District of Columbia	1	7		40	5		
Indiana	1	8		26	7		
Illinois	1	3		115	45		
Michigan	3	33		65	23		
Minnesota	1	11		21	2		
Missouri	1	17		47	11		
California	1	14		50	16		
North Atlantic Division	28	364		1,498	474		
South Atlantic Division	1	7		40	5		
North Central Division	6	72		274	87		
Western Division	1	14		50	16		
United States	36	457		1,862	582		

TABLE 10.—*Statistics for 1891–'92 of schools of medicine.*

Post-office address.	Name of school	Name of dean or president.	Professors and instructors		Students.		Duration of study				
			Regular and permanent.	Special or occasional.	Number.	Graduating.	Years in course.	Years with a physician	Weeks in regular annual course.	Weeks in spring or complementary course.	Weeks in the fall or preparatory course.
1	2	3	4	5	6	7	8	9	10	11	12
	PREPARATORY.										
Portland, Me	Portland School for Medical Instruction	Wm. Lawrence Dana	13	0	31	0	1	0	20	0	0
Chapel Hill, N. C	Preparatory School of Medicine, University of North Carolina.		4	0	16	0	1	0	20	0	0
	UNDERGRADUATE.										
	Regular.										
Mobile, Ala	Medical College of Alabama	George A. Ketchum	14	0	181	36	2, 3	1	21	0	0
Little Rock, Ark	Medical Department of the Arkansas Industrial University	James A. Dibrell, jr	20	8	112	25	3	.....	24	0	4
Los Angeles, Cal	College of Medicine of the University of Southern California.	J. P. Widney	21	0	31	6	3	1	32	0	0
San Francisco, Cal	Cooper Medical College	Henry Gibbons, jr	27	0	180	36	3	0	24	13	0
Do	Medical Department, University of California	Robert A. McLane	21	1	98	21	3	0	26	11	0
Boulder, Col	Medical Department of the University of Colorado.	J. T. Eskridge	19	0	11	1	3	0	36	0	0
Denver, Col	Gross Medical College, Medical Department of Rocky Mountain University.	T. H. Hawkins	21	0	42	5	3	0	28	0	0
Do	Medical Department, University of Denver.	J. W. Graham	20	0	50	12	3	1	36	0	0
New Haven, Conn	Medical Department of Yale University	Herbert E. Smith	24	0	72	23	3	0	24	0	0
Washington, D. C	Medical Department, Howard University.	Thomas B. Hood	12	0	113	29	3	0	24	0	0
Do	National Medical College (Columbian University).	A. F. A. King	17	10	152	24	3	0	20	8	0
Do	Medical Department, University of Georgetown.	G. L. Magruder	23	0	113	16	3	0	28	0	0
Do	Medical Department, National University.	H. H. Harker	17	0	25	3	3	0	28	0	0

Atlanta, Ga	Atlanta Medical College	H. V. M. Miller	15	0	171	64	2	1	20	0	0
Do	Southern Medical College	No report									
Do	Woman's Medical College of Georgia *	J. W Stone	14	0	16	7	2	1	20	0	0
Augusta, Ga	Medical Department of the University of Georgia.	Edward Geddings	9	0	63	30	2	3	23	0	0
Chicago, Ill	Chicago Medical College (Northwestern University).	Nathan Smith Davis	45	13	259	50	3	0	30	0	0
Do	College of Physicians and Surgeons of Chicago.	William E Quine	40	0	228	41	4	0	26	12	0
Do	Northwestern University Woman's Medical School.	Charles Warrington Earle	40	5	127	19	4	0	30	0	0
Do	Rush Medical School	F. L. Holmes	46	0	640	*180	4	0	20	8	0
Quincy, Ill	Chaddock College of Medicine	No report									
Fort Wayne, Ind	Fort Wayne College of Medicine, Taylor University.	Christian B Stemen	15	1	53	19	3	3	26	0	0
Indianapolis, Ind	Central College of Physicians and Surgeons.	Samuel E. Earp	22	2	43	4	3	1	24	0	0
Do	Medical College of Indiana	E. S. Elder	22		151	56	3	4	26	0	2
Des Moines, Iowa	Iowa College of Physicians and Surgeons	Louis Schooler	14	2	43	9	4	1	24	0	0
Iowa City, Iowa	Medical Department, State University of Iowa.	J C. Schrader	20	0	144	25	3	1	24	0	0
Keokuk, Iowa	College of Physicans and Surgeons	Joseph C. Hughes	15	0	120	39	3	4	24	0	2
Louisville, Ky	Hospital College of Medicine (Central University).	James Lewis Howe	24	0	120	43	3	1	24	0	12
Do	Kentucky School of Medicine	William H Wathen	20	0	489	187	2	0	20	0	0
Do	Louisville Medical College	J A. Ireland	20	0	315	102	2	3	25	0	0
Do	Medical Department, University of Louisville	J. M. Bodine	16	0	408	163	2	1	24	12	0
New Orleans, La	Medical Department, Tulane University	Stanford E. Chaillé	17	0	374	96	2	1	25	0	0
Do	Medical Department, New Orleans University	G. W. Hubbard, acting	8	4	22	5	3	0	20	0	0
Brunswick, Me	Medical School of Maine at Bowdoin College *	Alfred Mitchell	2	6	99	29	3	3	20	0	0
Baltimore, Md	Baltimore Medical College	David Streett	32	0	241	80	3	0	20	0	4
Do	Baltimore University School of Medicine	E. W Ellau	14	0	96	45	2	0	26	0	0
Do	College of Physicians and Surgeons of Baltimore	Thomas Opie	24	0	557	130	2	1	24	10	0
Do	Faculty of Physic, University of Maryland.	I. E. Atkinson	28	0	265	85	3	0	26	0	4
Do	Woman's Medical College of Baltimore	Joseph T Smith	18	0	27	3	3	0	28	0	0
Boston, Mass	College of Physicians and Surgeons	Albert Nott	14	0	80	16	3	3	30	0	0
Do	Medical School of Harvard University	Henry P. Bowditch	26	44	399	93	3, 4	0	39	0	0
Ann Arbor, Mich	Department of Medicine and Surgery of the University of Michigan.	Victor C. Vaughan	a 28	0	370	111	4	0	36	0	0
Detroit, Mich	Detroit College of Medicine	Theodore A McGraw	76	0	b 283	b 60	3	3	24	10	0
Detroit, Mich. (38 Lafayette avenue)	Michigan College of Medicine and Surgery.	Hal C. Wyman	25	4	88	31	3, 4	1	24	9	4
Minneapolis, Minn	Minneapolis College of Physicians and Surgeons.	J. T. Moore	20	0	26	0	3	0	28	0	0

* For 1890-'91.

a Does not include 16 assistants who give some instruction.

b Includes all departments.

TABLE 10.—*Statistics for 1891–'92 of schools of medicine*—Continued.

Post-office address.	Name of school.	Name of dean or president.	Professors and instructors.		Students.		Duration of study.				
			Regular and permanent	Special or occasional.	Number.	Graduating.	Years in course.	Years with a physician.	Weeks in regular annual course.	Weeks in spring or complementary course.	Weeks in the fall or preparatory course.
1	2	3	4	5	6	7	8	9	10	11	12
	UNDERGRADUATE—continued										
	Regular—Continued.										
Minneapolis, Minn	Medical Department of the University of Minnesota.	Henry H. Millard	20	0	64	28	3	1	34	0	0
Columbia, Mo	Medical Department of the University of the State of Missouri.	A. W. McAlester	7	4	33	0	3	0	40	0	0
Kansas City, Mo	Kansas City Medical College	Francis M. Johnson	25	0	100	34	3	0	26	6	0
Do	University Medical College	Charles W. Adams	27	0	165	36	3	4	26	6	0
St. Joseph, Mo	Northwestern Medical College	F. A. Simmons	12	0	77	30	4	1	32	3	0
St. Louis, Mo	Beaumont Hospital Medical College	W. B. Outten	20	0	103	45	3	1	38	6	0
Do	Missouri Medical College and St. Louis Post-Graduate School of Medicine	P. G. Robinson	46	0	264	110	3	1	26	12	0
Do	St. Louis Medical College, Washington University	Henry H. Mudd	42	0	76	19	3	1	32	0	0
Do	St. Louis College of Physicians and Surgeons	Algernon S. Barnes	28	0	250	86	3	1	24	8	0
Omaha, Nebr	Omaha Medical College	Donald Macrae	26	0	47	12	3	0	24	0	0
Lincoln, Nebr	Medical Department of Cotner University	William S. Latta	14	0	35	8	3	0	24	0	0
Hanover, N. H	Dartmouth Medical College	C. P. Frost	9	6	104	26	3	4	20	26	0
Albany, N. Y	Albany Medical College, Union University	Willis G. Tucker	38	0	168	54	3	2	20	0	0
Brooklyn, N. Y	Long Island College Hospital	Alexander J. C. Skene	26	8	240	84	3	0	20	12	0
Buffalo, N. Y	Medical Department of Niagara University	John Cronyn	20	0	46	8	3	3	22	0	0
Do	Medical Department of the University of Buffalo.	Matthew D. Mann	44	0	156	53	3	2	20	8	0
New York, N. Y	Bellevue Hospital Medical College	Austin Flint	27	0	453	117	3	2	26	12	0
Do	College of Physicians and Surgeons in the City of New York.	James W. McLane	898	0	570	116	3	2	24	0	0
Do	Medical Department of the University of the City of New York.	Charles Inslee Pardee	86	31	347	102	3	0	31	4	28

Do	Woman's Medical College of the New York Infirmary.	Emily Blackwell	41	0	96	21	3	0	32	0	0
Syracuse, N. Y	College of Medicine, Syracuse University	Henry D. Didama	25	0	52	9	3	0	33	0	0
Raleigh, N. C	Leonard Medical School (Shaw University)	James McKee	8	0	62	8	4	0	22	0	0
Cincinnati, Ohio	Cincinnati College of Medicine and Surgery.	R. C. S. Reed	23	0	75	27	3	1	26	6	0
Do	Medical College of Ohio	W. W. Seeley	20	0	209	31	3	1	24	6	0
Do	Miami Medical College	William H. Taylor	24	1	77	21	3	1	26	0	0
Do	Woman's Medical College of Cincinnati	George C. Fasklin	25	0	30	2	3	1	26	6	0
Cleveland, Ohio	Medical Department of the University of Wooster.	No report									
Do	Medical Department, Western Reserve University.	No report									
Columbus, Ohio	Columbus Medical College	J. W. Hamilton	16	0	123	52	3	3	21	8–10	0
Do	Starling Medical College	Starling Loving	17	0	147	57	3	4	24	0	0
Toledo, Ohio	Northwestern Ohio Medical College	"Stands suspended since May, 1891."									
Do	Toledo Medical College	J. H. Pooley	18	0	40	8	3	4	24	0	0
Portland, Oreg. (135 First street).	Medical Department, University of the State of Oregon.	S. E. Josephi	20	0	18	6	3	1	25	0	3
Portland, Oreg	Medical Department, Willamette University.	Richmond Kelly	21	3	26	5	3	1	24	0	0
Philadelphia, Pa	Jefferson Medical College	James W. Holland	66	0	529	147	3	0	31	6	1
Do	Medico-Chirurgical College of Philadelphia*	Peter D. Keyser	31	4	123	35	3	0	28	3	0
Do	Medical Department University of Pennsylvania.	John Marshall	79	0	693	150	3	0	28	5	0
Do	Woman's Medical College of Pennsylvania	Clara Marshall	24	3	203	42	3	0	28	0	0
Pittsburg, Pa	Western Pennsylvania Medical College, Department of Western University of Pennsylvania.	J. B. Murdoch	50	1	210	67	3	0	26	10	0
Charleston, S. C	Medical College of the State of South Carolina.	Francis L. Parker	16	0	50	12	3	3	20	0	0
Chattanooga, Tenn	School of Medicine, U. S. Grant University	E. A. Cobleigh	22	0	120	33	2	1	24	0	0
Memphis, Tenn	Memphis Hospital Medical College, Southern Baptist University.	F. L. Sim	20	6	254	87	2	1	24	6	0
Nashville, Tenn	Medical Department Vanderbilt University.	No report									
Do	Medical Department University of Tennessee.	Duncan Eve	19	0	296	113	2	*b* 1	24	0	4
Do	Meharry Medical Department Central Tennessee College.	G. W. Hubbard	13	1	121	25	3	0	20	0	0
Galveston, Tex	Medical Department of University of Texas.	J. F. Y. Paine	14	0	24	3	3	*b* 1	30	0	0
Burlington, Vt	Medical Department of the University of Vermont.	A. P. Grinnell	14	12	196	50	3	3	20	0	20
Richmond, Va	Medical College of Virginia	J. S. D. Cullen	8	9	58	14	2	1	24	8	0
University P. O., Va	Medical Department University of Virginia.	Wm. M. Thornton	10	0	145	27	2	0	40	0	0

* For 1890–'91.

a Includes clinical assistants.

b Before entering.

TABLE 10.—*Statistics for 1891–'92 of schools of medicine*—Continued.

Post-office address.	Name of school.	Name of dean or president.	Professors and instructors.		Students.		Duration of study.				
			Regular and permanent.	Special or occasional	Number.	Graduating	Years in course.	Years with a physician.	Weeks in regular annual course.	Weeks in spring or complementary course.	Weeks in the fall or preparatory course.
1	2	3	4	5	6	7	8	9	10	11	12
	GRADUATE.										
Chicago, Ill. (205 W. Van Buren street)	Chicago Ophthalmic College	H. M. Martin	9	0	104	.....	.....	.....	24	.....	.....
Chicago, Ill. (174 and 176 Chicago avenue)	Chicago Polyclinic *	Truman W. Miller	30	0	291	.....	.....	.....	6	.....	.....
Chicago, Ill.	Post-Graduate Medical School and Hospital.	F. H. Martin	51	0	144	.....	.....	.....	.....	.....	.....
Do	Post-Graduate Polyclinic of Eclectic Medicine and Surgery	No report	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indianapolis, Ind	The Indiana Ophthalmic College	C. C. Loder	6	0	18	.....	.....	.....	.....	.....	.....
New Orleans, La. (158 Canal street).	New Orleans Polyclinic *	J. H. Bemiss	14	0	56	0	.....	.....	8	.....	.....
St. Louis, Mo	St. Louis Post-Graduate School of Medicine.	No report	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York, N. Y.	New York Polyclinic	John A. Wyeth	60	0	472	.....	.....	.....	.....	.....	.....
New York, N. Y. (226 E. Twentieth street).	New York Post-Graduate Medical School and Hospital.	Clarence C. Rice	123	71	.....	.....	20	.....	.....	.....	.....
Philadelphia, Pa	Philadelphia Polyclinic and College for Graduates in Medicine.	Arthur W. Watson	46	3	117	.....	6—24	.....	.....	.....	.....
	Homœopathic.										
San Francisco, Cal.	Hahnemann Hospital College of San Francisco.	G. E. Davis	19	0	31	11	3	1	36	0	0
Chicago, Ill.	Chicago Homœopathic Medical College	J. S. Mitchell	28	1	191	19	3	4	34	1	0
Do	Hahneman Medical College and Hospital	No report	.....	.....	.....	.....	.....	.....	.....	.....	.....
Iowa City, Iowa	Homœopathic Medical Department, State University	A. C. Cowperthwaite	9	0	57	3	3	4	20	0	0
Boston, Mass	Boston University, School of Medicine	I. Tisdale Talbot	30	8	139	24	4	2	34	0	0
Ann Arbor, Mich	Homœopathic Medical College, University of Michigan.	.....	9	1	82	18	4	2	36	0	0

Minneapolis, Minn.	College of Homeopathy, University of Minnesota.	Henry W Brazie	20	0	24	4	4	4	28	0	0
Kansas City, Mo.	Kansas City Homeopathic Medical College.	Mark Edgerton	19	0	25	5	3		26	0	0
St. Louis, Mo.	Homeopathic Medical College of Missouri.	William C. Richardson	17	3	41	7	3	4	26	0	0
New York, N. Y.	New York Homeopathic Medical College.	Timothy Field Allen	38	0	125	34	3	(a)	23	0	0
Do	New York Medical College and Hospital for Women.	P. J. B. Wait	29	0	44	9	3	0	26	0	0
Cincinnati, Ohio	Pulte Medical College	J. D. Buck	17	0	45	16	3		24	0	0
Cleveland, Ohio	Homeopathic Hospital College	John C. Sanders	27	0	101	29	3		24	2	0
Philadelphia, Pa.	Hahnemann Medical College and Hospital.	A. R. Thomas	25	0	247	64	3		26	0	1
		Physio-Medical.									
Chicago, Ill.	Chicago Physio-Medical College	J. E. Roop	14	0	15	0	3	1	36	0	0
Indianapolis, Ind.	Physio-Medical College of Indiana	C. T. Bedford, secretary	25	0	33	3	4	1	26	0	0
		Eclectic.									
San Francisco, Cal.	California Medical College	No report									
Atlanta, Ga.	Georgia College of Eclectic Medicine and Surgery.	G. W. Delbridge	7	1	63	29	2	1	20	12	0
Chicago, Ill.	Bennett College of Eclectic Medicine and Surgery.	A. L. Clark	23	0	65	13	3	4	26	0	0
Indianapolis, Ind.	Indiana Eclectic Medical College	No report									
Do	Indiana Eclectic College of Physicians and Surgeons.	Henry Long	17	0	22	5	3	1	24	0	0
Des Moines, Iowa.	Iowa Eclectic Medical College	John Cooper	20	0	25	9	3	1	24	0	0
St. Louis, Mo.	American Medical College	E. Jounkin	10	2	80	28	3	1	20	20	0
New York, N. Y.	Eclectic Medical College of the City of New York.	George W. Boskowitz	17	7	95	12	3	4	26	0	0
Cincinnati, Ohio	American Eclectic Medical College	T. Kirby Dawson	13	0	47	15	3	1	20	20	0
Do	Eclectic Medical Institute	John M. Scudder	14	1	203	52	3	1	40	0	0

* For 1890-'91

a Must have registered with a physician six months prior to entering college and read medicine for that length of time.

TABLE 11.—*Statistics for 1891-'92 of schools of dentistry.*

Post-office address	Name of school.	Name of dean.	Professors and instructors.		Students.		Length of course.				
			Resident in city or building containing institution.	Nonresident.	Different persons matriculating during year.	Graduating at close of year.	Years in course of the school.	Years of study with a dentist.	Weeks in the regular annual course.	Weeks in the spring course.	Weeks in the fall or preparatory course.
1	2	3	4	5	6	7	8	9	10	11	12
San Francisco, Cal	College of Dentistry, University of California.	Louis Lane Dunbar	23	17	80	24	3	0	36	0	0
Denver, Colo	Dental Department, University of Denver.*	Thomas Gaddes	11	0	12	5	2	0	28	0	0
Washington, D. C	Dental Department, Columbian University	A. F. A. King	10	6	33	5	3	0	30	0	0
Do	Dental Department, Howard University	T. B. Hood	9	0	8	8	3	3	24	0	0
Do	Dental Department, National University	H. H. Barker	30	0	45	4	3	0	28	0	0
Atlanta, Ga	Dental Department, Southern Medical College	No report									
Chicago, Ill	American College of Dental Surgery	John J. Marshall	16	28	160	65	3	0	25	12	0
Do	Chicago College of Dental Surgery	Truman W. Brasehy	52	0	270	123	3	0	28	10	0
Do	Northwestern College of Dental Surgery	B. Grant Jefferis	12	3	7	3	3	3	24	4	0
Indianapolis, Ind	Indiana Dental College	J. W. Hurty	23	0	88	55	3	3	28	6	0
Iowa City, Iowa	Dental Department, State University of Iowa.*	A. O. Hunt	11	9	184	58	28	1	24	12	0
Louisville, Ky	Louisville College of Dentistry, Central University of Kentucky.	James Lewis Howe	14	11	67	36	3	1	24	0	12
Baltimore, Md	Baltimore College of Dental Surgery	R. H. Winder	22	20	188	102	3	0	28	a25	0
Do	Dental Department, University of Maryland	Ferdinand J. S. Gorgas	37	30	157	73	3	1	23	a25	0
Boston, Mass	Boston Dental College	No report									
Boston, Mass. (61 Newberry st.)	Dental Department, Harvard University	Thomas Henderson Chandler.	23	5	50	20	3	0	40	0	0
Ann Arbor, Mich	Dental College of the University of Michigan.	Jonathan Taft	11	0	188	39	3	0	39	0	0
Minneapolis, Minn	College of Dentistry, University of Minnesota.	W. Xavier Sudduth	15	10	53	4	3	0	32	0	0
Kansas City, Mo	Kansas City Dental College	C. B. Hewitt	21	0	87	25	3	0	25	0	0
St. Louis, Mo	Missouri Dental College	Henry H. Mudd	27	12	75	25	3	0	25	0	0

New York, N. Y.	New York College of Dentistry	Frank Abbott	39	4	272	85	3	3	20	32	0
Cincinnati, Ohio	Ohio College of Dental Surgery	H. A. Smith	12	3	145	89	3	0	22	2	2
Philadelphia, Pa	Dental Department, University of Pennsylvania.	James Truman	23	12	169	89	3	0	30	12	4
Do	Pennsylvania College of Dental Surgery	C. N. Peirce	17	18	170	93	3	0	26	12	4
Do	Philadelphia Dental College and Hospital of Oral Surgery.	James E. Garretson	19	0	259	142	3	0	20	10	5
Nashville, Tenn	Dental Department, University of Tennessee.	No report									
Do	Department of Dentistry, Vanderbilt University.	W. H. Morgan	10	14	126	71	2	0	2	0	4
Do	School of Dentistry, Meharry Medical Department, Central Tennessee College.	G. W. Hubbard	8	1	7	1	3	0	20	0	0

*For 1890–'91.

a From April 1 to October 1.

TABLE 12.—*Statistics for 1891-'92 of schools of pharmacy.*

Post-office address.	Name of school.	Name of dean.	Professors and instructors		Students.		Length of course				
			Resident in city or building containing institution.	Nonresident.	Different persons matriculating during year.	Graduating at close of year	Years in course of the school	Years of study with a pharmacist.	Weeks in the regular annual course	Weeks in the spring or complementary course.	Weeks in the fall or preparatory course.
1	2	3	4	5	6	7	8	9	10	11	12
San Francisco, Cal. (859 Market street).	California College of Pharmacy, University of California.	W. M. Searby	10	0	108	0	2	4	28	0	0
Denver, Colo	College of Pharmacy, University of Denver.	No report									
Washington, D. C	National College of Pharmacy	H. E. Kalusowski, secretary.	6	0	54	12	2	4	25	0	0
Do	Pharmaceutical Department of Howard University	T. B. Hood	5	0	19	8		4	24	0	0
Chicago, Ill.	Chicago College of Pharmacy	N. Gray Bartlett	6	5	250	50	2	4	28	0	0
Do	Illinois College of Pharmacy, Northwestern University.	No report									
Lafayette, Ind	School of Pharmacy, Purdue University.	Arthur L. Green	6	0	70	21	2	0	24	0	0
Des Moines, Iowa	Iowa College of Pharmacy, Drake University.	Floyd Davis	6	2	28	7	4	2	20	10	0
Iowa City, Iowa	Pharmaceutical Department of State University.	Emil L. Boerner	6	1	51	6	2	3	24	0	0
Lawrence, Kans	Department of Pharmacy, University of Kansas.	Lucius E. Sayre	12	0	47	12	2	2	40	0	0
Louisville, Ky	Louisville College of Pharmacy	Fred C. Miller	16	0	66	17	2	4	22	0	0
Do	Louisville School of Pharmacy for Women.	J. P. Barum	4	0	13	2	3	3	20	12	0
New Orleans, La	Class in Pharmacy of the Medical Department of the Tulane University	Stanford E. Chaillé	3	0	246	13	2	2	25	0	0
Baltimore, Md	Maryland College of Pharmacy	John W. Geiger, secretary.	3	0	135	32	2	4	24	6	0
Boston, Mass	Massachusetts College of Pharmacy	C. C. Williams, secretary	9	2	279	26	2	4	32	0	0
Ann Arbor, Mich	School of Pharmacy of University of Michigan.	Albert B. Prescott	11	0	81	31	2	0	26	0	0
Minneapolis, Minn. (506 Washington street).	Minnesota College of Pharmacy	J. T. Moore	6	0	6	1	2	4	20	0	0
Kansas City, Mo	Kansas City College of Pharmacy	Emory Lanphear	6	1	74	15	2	4	21	0	0

St. Louis, Mo. (Sixth st., near Spruce).	St. Louis College of Pharmacy	James M. Good	7	0	172	47	2	4	26	0	0
Albany, N. Y	Albany College of Pharmacy, Union University.	Alfred B. Huested, secretary.	6	0	56	18	2	4	22	0	0
Buffalo, N. Y	Department of Pharmacy, University of Buffalo.	Willis G. Gregory	10	2	78	21	2	4	22	0	0
New York, N. Y. (209–213 Twenty-third street).	College of Pharmacy of the City of New York.	Samuel W. Fairchild	9	0	291	103	2	4	26	0	0
Cincinnati, Ohio, 356–358 West Court street).	Cincinnati College of Pharmacy	Charles T. P. Fennel	7	0	74	29	2	4	26	0	0
Columbus, Ohio	Department of Pharmacy, Ohio State University.	W. H. Scott, president	16	0	26	6	3	0	35	0	0
Philadelphia, Pa	Philadelphia College of Pharmacy	John M. Maisch	7	0	637	202	2	4	22	12	0
Pittsburg, Pa	Pittsburg College of Pharmacy	J. A. Koch	8	0	49	13	2	4	20	0	0
Nashville, Tenn	Department of Pharmacy, Vanderbilt University.	James M. Gafford	7	0	24	5	2	4	40	0	0
Do	Pharmaceutical Department, Central Tennessee College.	G. W. Hubbard	4	0	9	3	2	2	20	0	0
Madison, Wis	Department of Pharmacy, University of Wisconsin.	Edward Kremers	6	0	64	15	2	3	27	11	0

a Five of these were medical students also.

TABLE 13.—*Statistics for 1891-'92 of schools of veterinary science.*

Post-office address	Name of school	Name of dean or president	Professors and instructors		Students		Duration of study				
			Regular and permanent.	Special or occasional.	Number	Graduating.	Years in course	Years with a physician.	Weeks in regular annual course.	Weeks in spring or complementary course.	Weeks in the fall or preparatory course.
1	2	3	4	5	6	7	8	9	10	11	12
Chicago, Ill	Chicago Veterinary College	R J Withers	14	0	167	39	3	0	32	0	0
Boston, Mass	School of Veterinary Medicine of Harvard University	Charles P Lyman	21	0	33	8	3	0	36	0	0
Detroit, Mich	Veterinary Department of Detroit College of Medicine.	H O Walker	11	0	9	0	2	0	34	10	0
Minneapolis, Minn	Northwestern Veterinary College	No report									
New York, N Y (139 and 141 W Fifty-fourth street)	American Veterinary College	Alexander T Liautard	15	0	146	48	2	0	34	0	0
New York, N Y (332 E. Twenty-seventh street)	New York College of Veterinary Surgeons	W. T White	13	0	81	29	2	1	34	0	0
Columbus, Ohio	School of Veterinary Medicine, Ohio State University	H J Detmers	10	0	21	5	3	0	36	0	0
Philadelphia, Pa	Department of Veterinary Medicine, University of Pennsylvania.	John Marshall	21	0	76	12	3	0	33	0	0

TABLE 14.—*Statistics of nurse training schools, 1891-'92.*

Post-office address.	Name of institution.	Superintendent.	Instructors.		Students.			Years in course.	Weeks in year.
			Male.	Female.	Male.	Female.	Graduates in 1891-'92.		
1	2	3	4	5	6	7	8	9	10
San Francisco, Cal. (3700 California street).	San Francisco Training School for Nurses	Elsie Wallace	0	3	0	50	16	2	52
New Haven, Conn.	Connecticut Training School for Nurses	Mrs. L. W. Quintard	0	6	0	54	21	2	52
Washington, D. C.	Washington Training School for Nurses.	H. L. E. Johnson, M. D.	7	0	0	40	6	2	52
Chicago, Ill. (304 Hanover street).	Illinois Training School for Nurses	Edith A. Draper	0	4	0	115	45	2	52
Indianapolis, Ind.	Flower Mission Training School for Nurses	Miss Florence Hutcheson	0	2	0	24	7	2	50
Boston, Mass.	Boston City Hospital Training School for Nurses	Miss Lucy L. Drown	20	20	0	148	34	2	52
Do	Boston Training School for Nurses	Miss M. B. Brown	20	4	0	72	30	2	52
Do	New England Hospital Training School for Nurses	Jane Tarlton	4	5	0	20	6	2	50
Somerville, Mass.	McLean Asylum Training School for Nurses	Miss Lucia E. Woodward	5	5	35	45	18	2	35
Worcester, Mass.	Worcester City Hospital Training School for Nurses	Vacant	16	2	0	34	6	2	50
Detroit, Mich.	Farrand Training School for Nurses	Mrs. L. E. Grettie	16	2	0	40	15	2	52
Grand Rapids, Mich.	Union Benevolent Association Home and Hospital	Miss C. Borden	14	1	0	25	7	2	45
Minneapolis, Minn.	Northwestern Hospital Training School for Nurses	Ella B. Everett, M. D.	8	3	0	121	2	2	52
St. Louis, Mo. (1224 Dillon street).	St. Louis Training School for Nurses	Miss Emma L. Warr	15	2	0	47	11	2	52
Orange, N. J.	Orange Training School for Nurses	Charlesa H. Pike		1	0	40	18	2	50
Paterson, N. J.	Paterson General Hospital and Training School for Nurses	Margaret Orr	12	1	0	10	4	2	36
Brooklyn, N. Y.	Brooklyn Hospital Training School for Nurses	Miss M. Isabel Merritt	9	5	0	32	18	2	52
Do	Long Island College Hospital Training School for Nurses	Miss Ida L. Sutliffe	0	1	7	7	0	2	52
Do	New York School for Training Nurses	Helen H. Wells	7	1	0	11	7	1	52
Do	Training School for Nurses of Brooklyn Homeopathic Hospital	Harriet C. Camp	10	1	0	43	13	2	52
Buffalo, N. Y.	General Hospital Training School for Nurses	Miss Lucetta J. Gross	11	1	0	67	13	2	52
Do	Training School for Nurses of the Buffalo State Hospital	Mrs. Florence Seeley	1	4	17	14	6	2	52
New York, N. Y. (Station F)	New York Training School for Nurses (Bellevue Hospital)	Agnes S. Brennan	3	3	0	62	22	2	52
New York, N. Y.	New York City (Blackwells Island) Training School for Nurses	Miss Louise Darche	15	5	0	72	26	2	52
New York, N. Y. (Station H)	Mount Sinai Training School for Nurses	Miss A. L. Alston	7	2	0	64	23	2	52
New York, N. Y.	New York Hospital Training School for Nurses	Irene H. Sutliffe	0	1	0	126	20	2	52
New York, N. Y. (17 W. Fifty fourth street).	St. Lukes Hospital Training School for Nurses	Miss Walstein M. Tompkins	26	1	0	76	12	2	49
Rochester, N. Y.	Training School for Nurses of Rochester City Hospital	Helen Lincoln Gainwell	16	0	0	45	14	2	42
Syracuse, N. Y.	Training School for Nurses House of the Good Shepherd	Miss Jessie Roberts	6	3	0	24	6	2	52
Utica, N. Y.	Utica State Hospital Training School for Nurses.	G. Alder Blumer, M. D.	4	1	30	40	.....	2	52
Philadelphia, Pa. (126 N. Eleventh street).	Philadelphia Lying-in Charity and Nurse School	Mrs. Anna L. Lippincott	3	2	0	35	25	1	52

TABLE 14.—*Statistics of nurse training schools, 1891-'92*—Continued.

Post-office address.	Name of institution.	Superintendent	Instructors.		Students.			Years in course.	Weeks in year.
			Male.	Female.	Male.	Female.	Graduates in 1891-'92.		
1	2	3	4	5	6	7	8	9	10
Philadelphia, Pa	Philadelphia Hospital Training School for Nurses	Marion E. Smith	38	3	0	90	45	1	52
Do	Training School for Nurses of the Woman's Hospital	Anna M. Fullerton, M. D.	3	0	0	22	13	2	52
Pittsburg, Pa	Pittsburg Training School for Nurses	Margarite P. Wright	3	1	3	23	12	2	52
Providence, R. I	Rhode Island Hospital Training School for Nurses	Miss Emma L. Stowe	17	1	4	22	8	2	52
Burlington, Vt	Mary Fletcher Hospital Training School for Nurses*	B. J. Andrews	5	0	0	17	3	2	52

*For 1890-'91.

a In September, 1891, this school became connected with the New York Infirmary for Women and Children.

TABLE 15.—*Summary of statistics of schools of law for 1891–92.*

State or Territory.	Number of schools.	Professors and instructors.		Students.			
		Resident and permanent.	Special or occasional.	In attendance.	Graduating	Having degrees in letters or science (as far as reported).	Number of, in schools represented in column 7.
1	2	3	4	5	6	7	8
United States	58	366	121	6,073	1,576	1,118	4,844
North Atlantic Division	10	125	21	2,158	471	008	1,859
South Atlantic Division	15	60	16	1,203	493	175	773
South Central Division	[illegible]	32	15	354	177	17	175
North Central Division	19	121	62	2,146	800	312	1,976
Western Division	4	48	7	152	35	6	60
North Atlantic Division:							
Massachusetts	2	25	0	576	117	317	576
Connecticut	1	25	0	155	43	59	155
New York	5	54	13	1,220	248	173	910
Pennsylvania	2	11	8	207	63	59	218
South Atlantic Division.							
Maryland	2	7	0	100	22		
District of Columbia	4	32	4	340	376	114	498
Virginia	2	4	1	197	46	33	197
West Virginia	1	2	0	28	19		
North Carolina	1	3	0	55	7	30	55
South Carolina	2	3	2	31	10	1	9
Georgia	2	9	9	14	13	[illegible]	14
South Central Division:							
Kentucky	1	3	0	40	17	(No data.)	
Tennessee	4	13	9	126	80	10	53
Alabama	1	3	0	19	14		
Mississippi	1	1	4	21	13	2	21
Louisiana	1	5	0	48	20	(No data.)	
Texas	1	2	0	93	31	4	93
Arkansas	1	5	2	8	2	1	8
North Central Division:							
Ohio	2	24	1	224	100	52	224
Indiana	3	12	10	144	45	21	144
Illinois	4	23	15	338	93	67	338
Michigan	1	9	13	648	290	68	648
Wisconsin	1	6	5	127	52	47	127
Minnesota	[illegible]	10	6	242	56	20	213
Iowa	2	17	4	208	85	32	174
Missouri	[illegible]	14	5	136	50	(No data.)	
Nebraska	1						
Kansas	2	6	0	79	29	5	79
Western Division:							
Colorado	1	14					
Oregon	2	28	7	60	20	6	60
California	1	6	0	92	15	(No data.)	

TABLE 16.—*Statistics for 1891-'92, of law schools.*

Post-office address.	Name of school	Dean or president.	Professors and instructors: Resident and permanent.	Professors and instructors: Special or occasional.	Students: In attendance 1891-'92.	Students: Graduating.	Duration of study: Years in course.	Duration of study: Weeks in school year.
1	2	3	4	5	6	7	8	9
University P. O., Ala	Law School of the University of Alabama		3	0	19	14	1	36
Little Rock, Ark	Law Department of the Arkansas Industrial University	F. M. Goar	5	2	8	2	2	40
San Francisco, Cal	Hastings College of the Law University of California	C. F. Dio Hastings	6	0	92	15	3	39
Boulder, Colo	Law School of the University of Colorado	Moses Hallett	14	(a)	(a)	(a)	2	36
New Haven, Conn	Law Department of Yale University	Francis Wayland	*25	0	155	43	2	33
Washington, D. C	Law School of Columbian University	H. G. Hodgkins, regular	12	0	383	160	3	35
Do	Law Department of Georgetown University	Martin F. Morris	7	3	268	132	3	34
Do	Law Department of Howard University	F. Leighton	5	1	74	33	3	32
Do	Law Department of National University	Eugene D. Carusi, secretary.	8		115	51	3	32
Athens, Ga	Law Department in University of Georgia	Andrew J. Cobb	4	5	14	13	1	40
Macon, Ga	Law Department of Mercer University	G. A. Nunnally	3	4	(a)	(a)	1	36
Oxford, Ga	Law Department of Emory College		2	0	0	0		
Bloomington, Ill	Bloomington Law School, Illinois Wesleyan University	Owen T. Reeves	4	2	37	13	2	39
Chicago, Ill	Union College of Law, Northwestern University	Henry W. Blodgett	14	13	264	76	2	36
Lebanon, Ill	Law Department of McKendree College	W. W. Edwards	1	0	25	3	2	36
Quincy, Ill	Law Department of Chaddock College	Thomas R. Petri	4		12	1	2	36
Bloomington, Ind	Law School of the Indiana University	D. D. Banta	2	0	61	16	2	37
Greencastle, Ind	Law Department of De Pauw University	Augustus Lynch Mason	2	5	48	19	2	38
Notre Dame, Ind	Law Department of the University of Notre Dame	William Hoynes	8	5	35	10	3	40
Des Moines, Iowa	Iowa College of Law, Drake University*		12	0	34	12		
Iowa City, Iowa	Law Department, State University of Iowa	Emlin McClain	5	4	174	73	2	36
Lawrence, Kans	Law School of University of Kansas	J. W. Green	6		79	29	2	40
Wichita, Kans	Law School of Central Memorial University b	J. S. Griffin						
Louisville, Ky	Law Department of University of Louisville	W. O. Harris	3	0	40	17	2	28
New Orleans, La	Law Department of Tulane University	Henry C. Miller	5	0	48	20	2	22
Baltimore, Md	School of Law of Baltimore University	No report						
Do	School of Law of University of Maryland*	George William Dobbin	7	0	100	22	3	34
Boston, Mass	School of Law of Boston University	Edmund H. Bennett	25	0	210	63	3	35
Cambridge, Mass	Law School of Harvard University	C. C. Langdell	10	0	366	55	3	36
Ann Arbor, Mich	Law Department of University of Michigan	Jerome C. Knowlton	9	13	348	290	2, 3	36
Minneapolis, Minn	Law Department of the University of Minnesota	William S. Pattee	10	6	242	56	3, 4	36
Oxford, Miss	Department of Law of the University of Mississippi	Albert Hall Whitfield	1	4	21	13	2	40

Columbia, Mo	Law Department, State University of Missouri	Alexander Martin	3	8	66	29	2, 3	38
St. Louis, Mo	St. Louis Law School, Washington University	William G. Hammond	11	0	70	*21	2, 3	34
Lincoln, Nebr	Central Law College	No report						
Albany, N Y	Albany Law School, Union University	Lewis B. Hall	12	0	41	36	1	32
Buffalo, N Y	Buffalo Law School of Niagara University	Charles Daniels	23	0	60	21	2	33
Ithaca, N Y	School of Law of Cornell University	Francis M. Finch	7	7	152	37	2	35
New York, N. Y	Law School of Columbia College*	T. W Dwight	9	0	625	63	3	32
Do	Department of Law of the University of the City of New York	Austin Abbott	4	6	342	91	2	32
Chapel Hill, N. C	University Law School, University of North Carolina	John Manning	3	0	55	7	2	40
Cincinnati, Ohio	Law School of the Cincinnati College	Jacob D Cox	5	1	161	83	2	35
Columbus, Ohio	School of Law of the Ohio State University	Marshall J Williams	19	0	63	17	2	36
Portland, Oregon	Law School of the University of Oregon	Richard H Thornton	4	0	55		2	30
Salem, Oregon	College of Law of Willamette University	S T Richardson	24	7	5		2	32
Carlisle, Pa	The Dickinson School of Law of Dickinson College	William Trickett	4	8	31	3	2	34
Philadelphia, Pa	Law Department of the University of Pennsylvania*	C. Sheart Patterson	7	0	176	50	2	29
Columbia, S. C	Law Department of the Allen University	Thomas A. Saxon	2	2	9	3	2	32
Do	School of Law of the University of South Carolina*		1	0	22		2	30
Lebanon, Tenn	Law School of Cumberland University	N. Green	2	1	71	52	1	40
Nashville, Tenn	Law Department of Central Tennessee College	Edward L. Gregory	5	2	8		2	36
Knoxville, Tenn	Law Department of Tennessee University	Henry H. Ingersoll	2	6	10	6	2	40
Nashville, Tenn	Law Department of Vanderbilt University	Thomas H. Malone	4	0	37	18	2	40
Austin Tex	Law Department of the University of Texas	None	2	0	92	31	2	36
Lexington, Va	School of Law and Equity of Washington and Lee University	G. C. Lee	2	0	63	24	2	35
University P. O., Va	Law School of the University of Virginia	None	2	1	134	22	2	39
Morgantown, W. Va	Law Department of West Virginia University		2	0	26	19		
Madison, Wis	Law Department of the University of Wisconsin	Edwin E. Bryant	6	5	127	52	2	37

* For 1890-91.

a First term commences September, 1892.

b Originally Garfield University As such closed June, 1890. Reopened in 1892 under name of Central Memorial University. Law Department not yet organized.

TABLE 17.—*Summary of statistics of schools of theology, for 1891-'92.*

State or Territory.	Number of schools.	Professors and instructors.		Students.			
		Resident and permanent.	Special or occasional.	In attendance.	Graduating.	Having degree in letters or science (as far as reported).	Number of, in schools represented in column 7.
1	2	3	4	5	6	7	8
United States	141	710	144	7,729	1,370	1,961	5,76[illegible]
North Atlantic Division	45	263	62	2,055	[illegible]	904	2,217
South Atlantic Division	20	120	15	1,144	138	123	473
South Central Division	15	58	22	728	88	201	639
North Central Division	56	252	44	3,144	543	707	2,378
Western Division	5	17	1	58	7	[illegible]	[illegible]
North Atlantic Division:							
Maine	2	10	1	62	14	14	164
Massachusetts	7	46	19	450	105	197	[illegible]
Connecticut	3	19	15	168	46	132	182
New York	11	75	11	737	140	256	[illegible]
New Jersey	5	28	[illegible]	392	98	51	271
Pennsylvania	17	85	15	832	191	253	665
South Atlantic Division:							
Maryland	4	36	0	344	[illegible]	45	284
District of Columbia	3	17	6	120	14	4	77
Virginia	3	20	1	191	29	56	65
North Carolina	3	13	1	72	0	0	11
South Carolina	5	25	7	323	43	17	34
Georgia	2	9	0	94	9	0	22
South Central Division:							
Kentucky	3	19	[illegible]	416	58	168	416
Tennessee	[illegible]	22	18	165	22	33	160
Alabama	[illegible]	5	0	45	6	0	[illegible]
Louisiana	3	8	0	51	0	0	27
Texas	2	4	4	51	2	0	51
North Central Division:							
Ohio	13	57	11	464	84	143	331
Indiana	3	16	4	168	24	5	112
Illinois	15	82	16	1,287	229	308	1,097
Michigan	3	9	2	67	7	6	67
Wisconsin	5	30	0	355	42	27	66
Minnesota	3	18	3	130	22	21	130
Iowa	7	19	3	297	35	44	265
Missouri	5	18	6	366	98	162	300
Nebraska	2	5	0	20	2	1	20
Western Division:							
Colorado	1	.....	.....	3	0	3	3
Oregon	1	4	0	0	0	.....	.....
California	3	13	1	55	7	23	55

TABLE 18.—*Statistics for 1891-'92 of schools of theology.*

Post-office address.	Name and denomination.	President or dean	Professors and instructors.		Students		Duration of study.	
			Regular and permanent.	Special or occasional.	In attendance during year.	Graduating at close of year.	Years in course.	Weeks in school year.
1	2	3	4	5	6	7	8	9
Talladega, Ala	Theological Department of Talladega College (Cong.)	H S. DeForest	2	0	23	2	3	32
Tuscaloosa, Ala	Institute for Training Colored Ministers (Presb.)	C A. Stillman	3	0	23	4	4	36
Oakland, Cal	Pacific Theological Seminary (Cong.)	George Mooar	4	0	23	3	3	32
San Fernando, Cal	Maclay College of Theology of the University of Southern California (M. E.)	Robt. Samuel Maclay	2	1	6	2	3	32
San Rafael, Cal	San Francisco Seminary (Presb.)	William Alexander	6	0	27	4	3	33
Denver, Colo	Matthews Hall (P. E.)	John F Spalding	...	...	3	0	3	...
Hartford, Conn	Hartford Theological Seminary (Cong.)	Chester D Hartranft	9	3	42	9	3	30
Middletown, Conn	Berkeley Divinity School	No report	...	...	...	...	...	...
New Haven, Conn	Theological Department of Yale University (Cong.)	George E. Day	10	7	120	37	3	32
Washington, D C	Catholic University of America (R. C.)	J. J Keane	8	3	52	0	4	33
Do	Theological Department of Howard University	John L. Ewell	7	3	43	10	3	34
Do	Wayland Seminary (Bapt.)	G M P. King	2	0	44	4	3	35
Atlanta, Ga	Gammon School of Theology (M. E.)	Wilbur P. Thirkield	4	0	72	3	3	33
Do	Theological Department of Atlanta Baptist Seminary	George Sale	5	0	22	0	3	48
Bourbonnais Grove, Ill	Theological Department of St. Viateur's College (R. C.)	M J. Marsile	5	0	25	0	3	33
Chicago, Ill	Chicago Theological Seminary (Cong.)	Franklin W Fisk	16	0	172	28	3	32
Do	McCormick Theological Seminary of the Presbyterian Church	John D Witt	9	3	108	47	3	30
Do	Western Theological Seminary* (P. E.)	W E McLaren	3	3	27	7	2, 3, 4	35
Eureka, Ill	Bible Department of Eureka College (Christ.)	Carl Johann	2	0	25	0	3	32
Evanston, Ill	Garrett Biblical Institute (M. E.)	H B Ridgaway	7	0	135	37	3	33
Do	Norwegian and Danish Theological School (M. E.)	Nels E Simonsen	2	0	22	1	3	32
Do	Swedish Theological Seminary (M. E.)	Albert Ericson	3	0	24	3	3	40
Galena, Ill	Theological Department German English College* (Meth.)	Fr. Schwaub	1	0	*16	3	3	38
Galesburg, Ill	Ryder Divinity School of Lombard University (Unitarian)	N White	5	1	19	3	4	39
Morgan Park, Ill	Baptist Union Theological Seminary	Eri B Hulbert	14	0	190	48	3	36
Naperville, Ill	Union Biblical Institute (Ev. Ass.)	J. J. Esher	2	0	21	3	2, 3	40
Rock Island, Ill	Augustana Theological Seminary (Ev. Luth.)	O. Olsson	4	0	58	11	3	34

*For 1890-'91.

TABLE 18.—*Statistics for 1891–'92 of schools of theology*—Continued.

Post-office address.	Name and denomination.	President or dean.	Professors and instructors.		Students.		Duration of study.	
			Regular and permanent.	Special or occasional.	In attendance during year.	Graduating at close of year	Years in course.	Weeks in school year.
1	2	3	4	5	6	7	8	9
Springfield, Ill	Concordia College (Ev. Luth.)	Reinhold Pieper	5	0	225	24	5	40
Upper Alton, Ill	Theological Department of Shurtleff College (Bapt.)	A. A. Kendrick	4	0	23	9	3	36
Greencastle, Ind	School of Theology of De Pauw University (M. E.)	Hillary A. Gobin	5	3	88	11	3	40
Merom, Ind	Berean Department Union Christian College	L. J. Aldrich	5	1	24	4	3	36
St. Meinrad, Ind	St. Meinrad's Ecclesiastical Seminary (R. C.)	Fintan Mundwiler, abbot	6	0	50	9	4	40
Charles City, Iowa	German-English College (M. E.)	Frederick Schwaub	1	0	11	[illegible]	[illegible]	38
Davenport, Iowa	Theological Department of Griswold College (P. E.)	William Stevens Perry	5	0	5	[illegible]	[illegible]	36
Des Moines, Iowa	Bible Department of Drake University (Christ.)	A. J. Hobbes	4	2	36	7	[illegible]	40
Dubuque, Iowa	German Presbyterian Theological School of the Northwest	A. Vander Lippe, clerk of faculty	3	0	32	4	[illegible]	36
Dubuque, Iowa	Wartburg Seminary (Ev. Luth.)	Sigmund Fritchel	5	0	51	13	[illegible]	40
Mount Pleasant, Iowa	German College (M. E.)	G. A. Mulfinger	3	0	110	8	[illegible]	47
Oskaloosa, Iowa	Bible Department of Oskaloosa College	No report						
Danville, Ky	Danville Theological Seminary (Presb.)	Stephen Yerkes, senior professor	6	0	14	3	3	38
Lexington, Ky	College of the Bible (Christ.)	Robert Graham	4	0	100	22	[illegible]	4[illegible]
Louisville, Ky	Southern Baptist Theological Seminary	John A. Broadus	9	0	240	33	3	32
Grand Coteau, La	St. Charles College (R. C.)	T. W. Butler	4	0	24	0	[illegible]	[illegible]
New Orleans, La	Theological Department of Leland University (Bapt.)	E. C. Mitchell	3	0	15	0	3	36
Do	Theological Department of Straight University (Cong.)	Oscar Atwood	2	0	12	0	3	32
Bangor, Me	Bangor Theological Seminary (Cong.)	None	5	0	41	8	3	36
Lewiston, Me	Cobb Divinity School (Bapt.)	John Fullonton	5	1	21	6	3	33
Baltimore, Md	Theological Seminary of St. Sulpice and St. Mary's University	A. Magnien	11	0	200	21	4	40
Ilchester, Md	Redemptionist College of Ilchester (R. C.)	Elias Fred. Schauer	8	0	80	9	4	48
Mount St. Mary's P. O., Md	Mount St. Mary's Ecclesiastical Seminary (R. C.)	Edward P. Allen	12	0	81	0	4	32
Westminster, Md	Westminster Theological Seminary of the M. E. Church	James Thomas Ward	5	0	20	5	3	36
Andover, Mass	Andover Theological Seminary (Cong. and Presb.)	Egbert C. Smyth	9	0	61	11	3	36
Boston, Mass	Boston University School of Theology (M. E.)	Marcus D. Buell	7	8	106	37	3	34
Cambridge, Mass	Divinity School of Harvard University	Charles C. Everett	6	0	40	7	3	40
Do	Episcopal Theological School (P. E.)	William Lawrence	7	0	45	17	3	35

Do	New Church Theological School	John Worcester	5	0	12	5		[illegible]
Tufts College, Mass	Tufts College Divinity School (Unitarian)	T. J. Lawyer	6	3	28	0	3	38
Newton Center, Mass	Newton Theological Institute (Bapt.)	Alvah Hovey	7	2	91	20	2 3	34
Adrian, Mich	School of Theology of Adrian College (M. E.)	G. B. McElroy	3	1	20	3	3	38
Hillsdale, Mich	Theological Department of Hillsdale College (F. Bapt.)	George F. Mosher	4	0	22	3	3	37
Holland, Mich	Western Seminary of the Reformed Church in America		2		6		3	42
Collegeville, Minn	St. John's University, ecclesiastical course (R. C.)	Bernard Locnikar	4	0	33	8	5	40
Faribault, Minn	Seabury Divinity School (P. E.)	John Hazen White	7	3	25	3	3	38
Minneapolis, Minn	Augsburg Seminary (Luth.)	Georg Sverdrüp	5	0	62	16	3	35
Cape Girardeau, Mo	St. Vincent's College and Theological Seminary	F. V. Nugent	5	2	25	5	4	40
Liberty, Mo	Vardeman School of Theology (Bapt.)	J. P. Greene	3		91	6	2	40
St. Louis, Mo	Concordia Theological Seminary (Ev. Luth.)	Francis Pieper	5	0	182	57	3	40
Do	Seminary of the German Evangelical Synod of North America, or Eden College	Louis F. Haeberle	3		64	25	3	43
Warrenton, Mo	Theological Department of Central Wesleyan College (M. E.)	H. A. Koch	2	0	22	6	2, 4	40
Crete, Nebr	German Congregational Theological Seminary	E. G. L. Mannhardt	2	0	7	2	4	39
Santee Agency, Nebr	Santee Normal Training School	Alfred L. Riggs	3	0	13	0	3	43
Bloomfield, N. J	German Theological School of Newark (Presb.)	Charles E. Knox	3	0	22	6	3	36
Madison, N. J	Drew Theological Seminary (M. E.)	Henry A. Butts	7	0	121	34	3	35
New Brunswick, N. J	Theological Seminary of the Reformed (Dutch) Church in America	Samuel M. Woodbridge	5	1	42	13	3	34
Princeton, N. J	Theological Seminary of the Presbyterian Church	W. Henry Green, senior professor	10	0	182	44	3	34
South Orange, N. J	Diocesan Seminary of the Immaculate Conception (R. C.)	John J. Connor	3	0	26	3	4	40
Allegany, N. Y	St. Bonaventure's Seminary (R. C.)	Joseph F. Butler	6	0	40	5	4	42
Auburn, N. Y	Auburn Theological Seminary (Presb.)	None	7	a1	57	1	3	34
Canton, N. Y	Canton Theological Seminary (Univ.)	Isaac Morgan Atwood	4	2	37	6	3, 4	38
Geneva, N. Y	De Lancy Divinity School	No report						
Hamilton, N. Y	Hamilton Theological Seminary (Bapt.)	H. Harvey	9	4	40	9	2, 3	38
Hartwick Seminary, N. Y	Hartwick Seminary (Luth.)	William Hull	6	0	11	3	3	39
New York, N. Y	General Theological Seminary of the P. E. Church in the United States	Eugene Aug. Hoffman	8	1	113	18	3	40
Do	Union Theological Seminary in the City of New York (Presb.)	Thomas S. Hastings	12	a3	165	49	3	31
Rochester, N. Y	Rochester Theological Seminary (Bapt.)	Augustus H. Strong	11	0	92	28	3	38
Standfordville, N. Y	Christian Biblical Institute (Christian)	J. B. Weston	5	0	17	3	3	35
Troy, N. Y	St. Joseph's Provincial Seminary (R. C.)	P. A. Puissant	7	0	100	18	4	40
Charlotte, N. C	Theological Department of Biddle University		5	0	15			
Raleigh, N. C	Theological Department of St. Augustine's Normal School (P. E.)	A. B. Hunter	4	1	11	0	2, 3	33
Do	Theological Department of Shaw University (Bapt.)	H. M. Tupper	4	0	48	0	4	32
Berea, Ohio	Theological Department of German Wallace College (M. E.)		2	0	27	0		
Do	St. Charles Borromeo Theological Seminary	No report						
Cincinnati, Ohio	Hebrew Union College	Isaac M. Wise, rabbi	9	0	41	1	4	40
Do	Lane Theological Seminary	A. C. McGiffert	4	0	34	9	3	33
Cleveland, Ohio	St. Mary's Theological Seminary (R. C.)	N. A. Moes	4	0	36	4	6	42
Columbus, Ohio	German Lutheran Seminary	M. Loy	3	0	30	10	3	40
Dayton, Ohio	Union Biblical Seminary (U. B. C.)	G. A. Funkhouser	5	1	53	12	3	32
Gambier, Ohio	Divinity School of Kenyon College (P. E.)	H. M. Jones	4	3	25	10	3	32
Oberlin, Ohio	Department of Theology, Oberlin College (Cong.)	William Gay Ballantine	12	1		20	3	38
Springfield, Ohio	Wittenberg Seminary (Luth.)	S. A. Ort	3	1	25	4	3	32
Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch.)	David Van Horne	4	2	19	5	3	33
Wilberforce, Ohio	Theological Department of Wilberforce University (A. M. E.)	Daniel A. Payne	3	0	12	(b)	3	

a For 1890-'91. One emeritus. b Opened September, 1892.

TABLE 18.—*Statistics for 1891–'92 of schools of theology*—Continued.

Post-office address.	Name and denomination.	President or dean	Professors and instructors		Students.		Duration of study.	
			Regular and permanent	Special or occasional	In attendance during year	Graduating at close of year	Years in course.	Weeks in school year
1	2	3	4	5	6	7	8	9
Xenia, Ohio	United Presbyterian Theological Seminary of Xenia	James Harper	4	3	45	10	3	34
Salem Oregon	Theological Department of Willamette University (M. E.)	David B. Willson	[illegible]	[illegible]	16	5	[illegible]	[illegible]
Allegheny, Pa	Theological Seminary of the Reformed Presbyterian Church	George Whitaker	[illegible]	0	[illegible]	[illegible]	[illegible]	[illegible]
Do	Allegheny Theological Seminary (Un. Presb.)	James A. Grier	5	7	66	18	[illegible]	[illegible]
Do	Western Theological Seminary of the Presbyterian Church in the United States	Wm. H. Jeffers	6	0	53	13	[illegible]	[illegible]
Beatty, Pa	Theological Course in St. Vincent's College (R. C.)	P. Martin Singer	6	0	70	12	[illegible]	40
Bethlehem, Pa	Moravian Theological Seminary	Augustus Schultze	4	[illegible]	[illegible]	9	[illegible]	[illegible]
Collegeville, Pa	Theological Department of Ursinus College	James I. Good	5	0	21	[illegible]	[illegible]	[illegible]
Gettysburg, Pa	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	M. Valentine, chairman	4	1	68	22	[illegible]	[illegible]
Lancaster, Pa	Theological Seminary of the Reformed Church in the United States	Emile V. Gerhart	5	0	60	15	[illegible]	38
Lincoln University, Pa	Theological Department of Lincoln University (Presb.)	Isaac N. Randall	10	0	[illegible]	10	[illegible]	[illegible]
Meadville, Pa	Meadville Theological School (Unitarian)	George L. Cary	4	3	[illegible]	[illegible]	[illegible]	[illegible]
Overbrook, Pa	Seminary of St. Charles Borromeo (R. C.)	John E. Fitzmaurice	11	1	140	18	4	40
Philadelphia, Pa	Divinity School of Protestant Episcopal Church in Philadelphia	No report						
Do	St. Vincent's Seminary (R. C.)	James McGill	4	2	87	8	4	40
Mt. Airy Philadelphia, Pa	Theological Seminary of the Evangelical Lutheran Church in Philadelphia.	C. W. Schaeffer	5	0	75	27	3	40
Selins Grove, Pa	Missionary Institute (Luth.)	P. Barn	2	0	13	4	3	32
Upland, Pa	Crozer Theological Seminary (Bapt.)	Henry G. Weston	7	1	69	20	3	32
Villanova, Pa	Ecclesiastical Department of Villanova College (R. C.)	Thomas C. Middleton, prefect	5	0	14	0	6	40
Columbia, S. C.	Theological Department of Allen University (A. M. E.)	Joseph W. Morris	0	0	11	0	3	32
Do	Theological Department Benedict College (Bapt.)	C. E. Becker	9	6	267	20	3	32
Do	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	J. D. Tadlock, chairman	0	1	28	6	3	32
Due West, S. C.	Erskine Theological Seminary (Asso. Ref. Presb.)	W. L. Pressly	3	0	11	4	[illegible]	35
Newberry, S. C.	Theological Seminary of the Newberry College	A. G. Voigt	1	0	0	—	[illegible]	[illegible]
Athens, Tenn.	School of Theology, U. S. Grant University * (M. E.)		4	0	[illegible]		[illegible]	[illegible]

Lebanon, Tenn.	Theological School of Cumberland University (Cumb. Presb.)	N. Green	8	3	33	14		40
Nashville, Tenn.	Theological Department of Central Tennessee College (M. E.)	J. Braden	2	5	36	0	2	32
Do.	Theological Department of Vanderbilt University (M. E. So.)	W. F. Tillett	7	4	43	8	3	39
Sewanee, Tenn.	Theological Department, University of the South (P. E.)	Telfair Hodgson	6	6	23	0	3	46
Marshall, Tex.	Theological Department of Bishop College (Bapt.)	N. Wolverton	8	0	19	0	2	30
Tehuacana, Tex.	Theological Department of Trinity University (Cumb. Presb.)	B. D. Cockrill	2	4	33	2	2	32
Hampden-Sidney College, Va.	Union Theological Seminary (Presb.)	T. E. Peck, clerk	6	0	63	16	3	36
Richmond, Va.	Richmond Theological Seminary (Bapt.)	C. H. Corey	4	1	59	5	4	33
Theological Seminary, Va.	Protestant Episcopal Theological Seminary of Virginia	Joseph Packard	10	0	67	6	3	40
Franklin, Wis.	Mission House (Ref.)	N. A. Muehlmeier	4	0	16	0	3	40
Milwaukee, Wis.	Lutheran Theological Seminary of the Synod of Wisconsin	A. Hoenecke	8	0	28	0	3	40
Nashotah, Wis.	Nashotah House (P. E.)	Walter R. Gardner	4	0	39	4		32
Prairie du Chien, Wis.	Sacred Heart College (R. C.)	E. Steffen	6	0	22	0		40
St. Francis, Wis.	Seminary of St. Francis of Sales (R. C.)	Joseph Rainer	13	0	250	30	3	45

* For 1890-'91. *a* The students presenting themselves for the theological course were induced to take up academic studies first.

COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS.

TABLE 19.—*Colleges of agriculture and the mechanic arts endowed by act of Congress of July 2, 1862 (the national land-grant act), and further endowed by the act of Congress of August 30, 1890; also agricultural experiment stations endowed by act of Congress of March 2, 1887, when attached to said colleges.—Statistics for the year ended June 30, 1892*—PART I.*

Institution and post-office.	Presidents.	Staff of experiment station.	Faculty.		Students.				Property.				
					Preparatory.		Collegiate.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipment.
			Males.	Females	Males.	Females.	Males.	Females.	Volumes.	Pamphlets.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama Agricultural and Mechanical College, Auburn.	William Leroy Broun	12	27	.....	30	.....	225	.....	6,977	14,490	175	$3,000.00	$39,100.00
University of Arizona (Agricultural and Mechanical Department), Tucson.	Theo. B. Comstock	10	8	1	12	10	5	4	600	500	65	9,255.00	75,752.64
Arkansas Industrial University, Fayetteville.	E. H. Murfee	7	10	.....	96	.....	39	.....	6,000	5,000	60	.....	.....
University of California (Agricultural and Mechanical Department), Berkeley.	Martin Kellogg	13	35	.....	.....	.....	35	4	48,285	22,687	125	1,082,082.00	90,515.54
Colorado Agricultural College, Fort Collins.	Alston Ellis	14	10	2	21	4	80	41	3,918	6,880	160	30,000.00	45,000.00
Sheffield Scientific School (Yale University), New Haven, Conn.	George J. Brush (director).	.....	40	.....	.....	.....	461	.....	6,000	50	.....	.....	450,000.00
Delaware College (Agricultural and Mechanical Department), Newark.	A. N. Raub	6	4	.....	11	.....	11	.....	5,475	4,079	10	3,000.00	17,894.96
Florida Agricultural College, Lake City.	O. Clute	7	10	.....	61	.....	49	.....	3,600	3,000	60	5,800.00	13,900.00
State College of Agriculture and the Mechanic Arts (University of Georgia), Athens.	H. C. White	.....	17	.....	.....	.....	185	.....	25,000	6,500	.....	.....	.....
University of Illinois (Agricultural and Mechanical Department), Urbana.	A. S. Draper	10	37	.....	82	1	230	.....	21,820	5,000	1,010	150,000.00	126,000.00
Purdue University of Indiana, La Fayette.	James H. Smart	8	29	5	92	5	329	.....	5,748	.....	1,010	150,000.00	126,000.00
Iowa Agricultural College, Ames...	W. M. Beardshear	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kansas Agricultural College, Manhattan.	George T. Fairchild	11	12	5	402	182	402	182	12,170	3,580	230	24,000.00	49,772.19

Kentucky Agricultural and Mechanical College, Lexington	James K. Patterson	6	16		96		33	19	2,100			25,000.00	613,009.00
Louisiana State University (Agricultural and Mechanical Department), Baton Rouge	J. W. Nicholson	10	17		106		44		18,000	1,000			
Maine Agricultural and Mechanical College, Orono	A. W Harris	10	17				108	3	7,374	1,612	150	12,000.00	872,000 00
Maryland Agricultural College, College Park	R. W. Silvester	5	16				65		500		140	28,600.00	48,000.00
Massachusetts Agricultural College, Amherst	H H. Goodell	9	13				178		11,640		200	37,000.00	241,032.00
Massachusetts Institute of Technology, Boston.	Francis A. Walker		101	1			985	26	21,373	10,000			
Michigan State Agricultural College, Agricultural College	L. G. Gorton	18	24				317	28	15,965	3,000	500	47,320.00	449,010
University of Minnesota (Agricultural and Mechanical Department), Minneapolis	Cyrus Northrop	6	28		160		153		28,100	9,000	250	500,000.00	198,000
Agricultural and Mechanical College of Mississippi, Agricultural College Post-office	S D. Lee	5	19		125		185		3,456	3,531	400	50,500.00	31,400
University of Missouri (Agricultural and Mechanical Department), Columbia	Richard H. Jesse	6	25				213	75			175	60,000.00	92,000.00
University of Nebraska (Agricultural and Mechanical Department), Lincoln.	James H. Canfield	13	20	2			130	33	3,018	1,880	36½	13,000.00	37,350.00
State University of Nevada (Agricultural and Mechanical Department), Reno	Stephen A Jones	5	11	1	32	10	27	22	3,000	1,800			
New Hampshire College of Agriculture and Mechanic Arts, Hanover.	Lyman D. Stevens	7	10				33	8			37	10,000.00	54,000 00
Rutgers Scientific School, New Brunswick, N. J.	Austin Scott	9	21		151	15	134		27,568	5,000			
College of Agricultural and Mechanic Arts, Las Cruces, N. Mex.	Hiram Hadley	7	8	3	67	36	28	3	1,451	100	60	10,000.00	13,403.00
Agricultural College of Cornell University, Ithaca, N. Y.	J G Schurman	14	37				567	3	112,315	25,240		99,093.91	
Agricultural College of North Carolina, Raleigh	Alexander Q. Holladay												
North Dakota Agricultural College, Fargo.	J. B. Power	10	13	2			27	3	1,154	1,450	640	19,200.00	37,900.00
Ohio State University (Agricultural and Mechanical Department), Columbus.	William H Scott		46	1	124		225	5	11,916				
Oklahoma Agricultural and Mechanical College, Stillwater	R. J. Barker	3	6		38	34			1,027	200	104	10,000 00	16,772.22
State Agricultural College of Oregon, Corvallis.	John M. Bloss	6	9	1	33	46	92	30	1,553	500	150	35,000.00	117,507.98

*For the year 1892-'93 the States of Idaho, Montana, South Carolina, and Washington will be added to the list.

TABLE 19.—*Colleges of agriculture and the mechanic arts endowed by act of Congress of July 2, 1862, etc.*—PART I—Continued.

Institution and post-office	Presidents.	Staff of experiment station.	Faculty.		Students				Property.				
					Preparatory.		Collegiate		Library		Acres under cultivation.	Value of farm lands	Value of buildings and equipment.
			Males.	Females.	Males.	Females.	Males.	Females.	Volumes.	Pamphlets.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pennsylvania State College, State College.	George W. Atherton	13	23	3	69	17	145	11	.....	.....	.....	.....	.....
Brown University (Agricultural and Mechanical Department), Providence, R. I.	E. Benj. Andrews	.....	26	.....	.....	.....	320	.....	73,000	20,000	.....	.....	.....
State Agricultural College of South Dakota, Brookings.	Lewis McLouth	13	18	5	60	41	115	73	2,855	6,000	350	$15,000.00	$21,200.00
University of Tennessee (Agricultural and Mechanical Department), Knoxville.	Charles W. Dabney	7	23	.....	12	.....	222	.....	6,705	3,300	120	175,000.00	53,870.00
Agricultural and Mechanical College of Texas, College Station.	L. S. Ross	7	13	.....	94	.....	237	.....	6,000	2,500	225	16,912.00	55,707.10
Agricultural College, Logan, Utah.	J. W. Sanborn	5	11	4	.....	.....	100	40	1,800	375	85	21,600.00	38,600.00
University of Vermont and State Agricultural College, Burlington.	M. H. Buckham	9	18	.....	.....	.....	113	.....	44,283	.....	120	13,400.00	68,952.00
Virginia Agricultural and Mechanical College, Blacksburg.	J. M. McBryde	9	16	.....	.....	.....	110	.....	2,500	300	275	25,000.00	41,000.00
West Virginia University (Agricultural and Mechanical Department), Morgantown.	P. B. Reynolds	5	19	.....	4	.....	a210	10	5,518	.....	.....	.....	.....
University of Wisconsin (Agricultural and Mechanical Department), Madison.	C. K. Adams	8	21	.....	.....	.....	145	.....	.....	.....	.....	.....	.....
University of Wyoming (Agricultural and Mechanical Department), Laramie.	A. A. Johnson	6	6	1	41	.....	10	.....	2,085	1,200	360	8,600.00	$1,832.62

aAcademic students. Classes in agriculture and mechanic arts are not yet organized.

TABLE 19.—*Colleges of agriculture and the mechanic arts endowed by act of Congress, etc.*—PART II.

Institution and post-office.	Receipts.				Expenditures.		
	From the State, endowment, fees, and other sources.	From United States land-grant act of 1862.	For experiment station, act of United States, 1887.	From United States endowment, act of 1890.	For agriculture and mechanic arts.	For experiment station.	For other departments.
1	15	16	17	18	19	20	21
Alabama Agricultural and Mechanical College, Auburn	$20,382.47	$20,280.00	$15,000.00	$27,103.76	$45,739.13	$25,584.17	.....
University of Arizona (Agricultural and Mechanical Department), Tucson.	25,324.06	.....	15,000.00	17,000.00	36,251.41	15,000.00	$25,179.06
Arkansas Industrial University, Fayetteville	28,725.00	10,400.00	15,000.00	24,000.00	14,416.79	15,000.00	9,800.00
University of California (Agricultural and Mechanical Department), Berkeley.	a 193,688.60	42,266.81	15,000.00	33,000.00	66,277.77	14,797.74	151,692.19
Colorado Agricultural College, Fort Collins	62,259.44	5,499.42	15,000,00	17,000.00	84,706.69	15,000.00	43.17
Sheffield Scientific School (Yale University), New Haven, Conn.	69,110.75	6,531.75	.....	17,000.00	103,612.63	.....	.....
Delaware College (Agricultural and Mechanical Department), Newark.	26,675.54	4,980.00	15,000.00	13,600.00	20,849.82	15,000.00	6,020.48
Florida Agricultural College, Lake City	.....	9,944.65	15,000.00	8,500.00	16,795.63	13,000.00	1,650.00
State College of Agriculture and the Mechanic Arts (University of Georgia), Athens.	1,850.00	16,954.14	.....	17,000.00	25,500.80	.....	7,990.00
University of Illinois (Agricultural and Mechanical Department), Urbana.	93,799.87	25,254.37	15,000.00	33,000.00	135,883.92	15,000.00	7,028.88
Purdue University of Indiana, La Fayette	56,200.00	17,000.00	15,000.00	17,000.00	85,291.23	16,994.02	.....
Iowa Agricultural College, Ames	.....	.....	.....	.....	.....	.....	.....
Kansas Agricultural College, Manhattan	19,683.48	29,653.83	15,000.00	17,000.00	70,230.38	15,000.00	175.01
Kentucky Agricultural and Mechanical College, Lexington.	36,401.21	9,900.00	15,000.00	28,215.00	73,721.96	15,000.00	6,068.04
Louisiana State University (Agricultural and Mechanical Department), Baton Rouge.	31,968.95	.....	15,000.00	23,732.66	19,656.56	15,000.00	25,887.70
Maine Agricultural and Mechanical College, Orono	62,373.34	6,455.00	15,000.00	17,000.00	85,103.33	15,000.00	.....
Maryland Agricultural College, College Park	15,285.02	6,142.30	15,000.00	17,000.00	50,319.01	15,000.00	.....
Massachussetts Agricultural College, Amherst	38,744.93	6,400.00	15,000.00	32,000.40	33,941.01	15,103.89	.....
Massachussetts Institute of Technology, Boston	226,583.00	5,268.33	.....	1,600.00	232,462.96	.....	.....
Michigan State Agricultural College, Agricultural College	45,394.87	26,153.78	15,000.00	17,000.00	95,667.99	16,349.01	.....
University of Minnesota (Agricultural and Mechanical Department), Minneapolis.	a 196,445.00	20,500.00	15,000.00	19,209.00	44,618.50	24,530.00	170,716.72
Agricultural and Mechanical College of Mississippi, Agricultural College Post-office.	25,821.25	4,928.75	13,000.00	7,021.37	41,247.20	15,000.00	.....
University of Missouri (Agricultural and Mechanical Department), Columbia.	37,589.00	26,017.50	15,000.00	31,163.10	57,227.01	15,000.00	.....
University of Nebraska (Agricultural and Mechanical Department), Lincoln.	20,000.00	.....	15,000.00	17,000.00	17,000.00	15,000.00	10,000.00

a Apparently for university.

TABLE 19.—*Colleges of agriculture and the mechanic arts endowed by act of Congress, etc.*—PART II—Continued.

Institution and post-office.	Receipts.				Expenditures.		
	From the State, endowment, fees, and other sources.	From United States land-grant act of 1862.	For experiment station, act of United States, 1887.	From United States endowment, act of 1890.	For agriculture and mechanic arts.	For experiment station.	For other departments.
1	15	16	17	18	19	20	21
State University of Nevada (Agricultural and Mechanical Department), Reno.							
New Hampshire College of Agriculture and Mechanic Arts, Hanover.	$77,422.17	$4,800.00	$15,000.00	$17,000.00	$69,532.99	$35,511.83	
Rutgers Scientific School, New Brunswick, N. J.	12,674.02	6,960.00	15,000.00	17,000.00	31,634.02	15,000.00	$5,000 00
College of Agriculture and Mechanic Arts, Las Cruces, N. Mex.	7,090.45		15,000.00	17,000.00	21,787.42	15,051.20	
Agricultural College of Cornell University, Ithaca, N. Y.	*a* 527,207.35	18,000.00	15,401.93	17,000.00	120,255.24	14,826.79	436,456.78
Agricultural College of North Carolina, Raleigh							
North Dakota Agricultural College Fargo	27,111 70		15,000.00	32,000.00	27,671.17	15,500.00	
Ohio State University (Agricultural and Mechanical Department), Columbus.	60,202.30	32,691.98		17,000.00	113,904.93		5,000.00
Oklahoma Agricultural and Mechanical College, Stillwater.			15,000.00	17,000.00	17,000.00	15,000.00	
State Agricultural College of Oregon, Corvallis	4,249.54	9,717.42	15,000.00	17,000.00	30,966.96	15,000.00	
Pennsylvania State College, State College							
Brown University (Agricultural and Mechanical Department), Providence, R. I.			(*b*)	(*b*)			
State Agricultural College of South Dakota, Brookings	11,979.72		15,000.00	35,068.40	40,890.52	15,000.00	
University of Tennessee (Agricultural and Mechanical Department), Knoxville.	25,988.43	23,760.00	15,000.00	17,000.00	53,570.07	15,131.82	1,040.41
Agricultural and Mechanical College of Texas, College Station.	106,552.04	14,280.00	18,539.43	12,730.00	28,969.17	18,368.74	97,280.89
Agricultural College, Logan, Utah	110,269.35		15,000.00	17,000.00	30,266.49	15,987.86	
University of Vermont and State Agricultural College, Burlington.	32,422.54	8,130.00	15,000.00	17,000.00	31,130.00	21,466.26	32,007.22
Virginia Agricultural and Mechanical College, Blacksburg.	12,424.18	20,668.72	15,000.00	11,333.33	45,592.78	17,221.64	
West Virginia University (Agricultural and Mechanical Department), Morgantown.	46,708.69	5,400.00	15,000.00	39,000.00		16,076.97	46,512.91
University of Wisconsin (Agricultural and Mechanical Department), Madison.							
University of Wyoming (Agricultural and Mechanical Department), Laramie.	34,977.61		15,000.00	17,000.00	30,777.05	15,175.94	15,486.16

a Apparently for university. *b* Experiment station not connected with Brown University. Fund of 1890 held by injunction in State treasury.

TABLE 20.—*Institutions for the education of colored students in agriculture and the mechanic arts receiving the benefits of the act of Congress of August 30, 1890.—Statistics for the year ended June 30, 1892* *

Institution and post-office	President.	Faculty		Students				Property					Receipts			Total expenditures.
				In agriculture and mechanic arts.		In other courses.		Library.								
		Male.	Female	Male	Female	Male	Female	Volumes	Pamphlets.	Acres under cultivation	Value of farm lands	Value of all buildings and equipments	From endowment, fees, the State, and other sources.	From United States land grant act of 1862.	From United States endowment act of 1890.	
State Normal and Industrial School, Normal, Ala.	William H. Councill	11	9	134	5	115	113	1 120	1,325	175	$1,000.00	$15,093.00	$19,101 08		$7,442 24	$24,029.73
Branch Normal College (Arkansas Industrial University), Pine Bluff, Ark.	J. C. Corbin	5	1	.	. .	158	75	2,739	391	20	.....	18,500 00	14,662 85	....	2,000.00	15,130.95
Agricultural College for Colored Students, Dover, Del.	Wesley Webb . .	4	.	11	. .	.	....	.....	.....	90	5,000 00	15,700 00	8,000 00	. .....	9,600.00	17,600 00
State Normal School, Tallahassee, Fla.	T. De S. Tucker	. .	..	.	...	..	.....		....		.....	.....	.....	.....	.....	.. . ...
Georgia Industrial College for Colored Youths (University of Georgia), College, Ga.	R. R. Wright . .	6	....	10	.	a32	.. ..	.	.	.. ..	.....	.....	7,375.20	.....	16,000.00	23,729 78
State Normal College, Frankfort, Ky.	John H. Jackson ...	4	1	a 4b	a 64	35	77	123	3	4	1,000.00	14,500 00	3,000.00	....	2,320.00	7,500.95
Southern University, New Orleans, La.	H. A. Hill	5	7	a 71	1	152	273	...		100		33,194 00	12,005 55	... .	24,267 34	25,370.75
Eastern Branch (Maryland Agricultural College), Salisbury, Md.	B. O. Bird	10	1	54	36	....	....	...	120	90	3,000 00	8,350 00	775 00	....	3,152 57	3,927 57
Alcorn Agricultural and Mechanical College, Rodney, Miss.	.....	19	.....	185	.....	a125	..	2,857	2,747	80	2,500.00	51,400.00	14,170.85	85,678.75	9,378.63	23,2[illegible].63
Lincoln Institute, Jefferson City, Mo.	Inman E. Page	6	2	124	.....	.....	...	14	1	20	2,350.00	19,525.00	23,036 24	.....	2,676.09	21,841.16
Shaw University (Agricultural and Mechanical Annex), Raleigh, N. C.	.....	5	.....	200	.....	.....	.....	.....	.....	.....	.....	.....	b13,500.00	....	5,965.30	2,426.75
Claflin University, Orangeburg, S. C.	L. M. Dunton	19	8	c 186	c125	150	123	1,400	.....	120	b40,000.00	66,200.00	17,000.00	5,700.00	.....	22,700.06

*See foot note on page 1189.
a Preparatory students.
b Of which $11,000 was for site and buildings of the new agricultural and mechanical college at Greensboro.
c Mostly preparatory.

TABLE 20.—*Institutions for the education of colored students in agriculture and the mechanic arts receiving the benefits of the act of Congress of August 30, 1890.—Statistics for the year ended June 30, 1892**—Continued.

Institution and post-office.	President.	Faculty		Students				Property.					Receipts.			Total expenditures.
				In agriculture and mechanic arts.		In other courses.		Library.		Acres under cultivation.	Value of farm lands.	Value of all buildings and equipments.	From endowment, fees, the State, and other sources.	From United States land-grant act of 1862	From United States endowment act of 1890.	
		Male.	Female	Male.	Female	Male.	Female	Volumes.	Pamphlets.							
Prairie View Normal School Hempstead, Tex.	L C Anderson															
Hampton Normal Institute, Hampton, Va	H B Frissell	20	60	429	257			6,345	348	400	$30,000.00	$516,000.00	$116,619.00	$10,229.36	$5,566.67	$120,290.90
West Virgina Institute, Farm Kanawha County, W. Va.	J. E. Campbell	2		3	15					25	2,250.00	11,214.00	11,813.00		9,000.00	2,114.67

*See foot note on page 1189.

TABLE 21.—*Degrees in course conferred in 1891–'92 by colleges of agriculture and technology.*

ENDOWED WITH LAND GRANT OF 1862.	
Agricultural and Mechanical College of Alabama	32 B. S., 5 M. S., 3 C. E., 1 M. E.
State Agricultural College	9 B. S. (1 on woman).
Scheffield Scientific School of Yale University	102 Ph. B., 1 C. E., 1 M. E.
Delaware College	2 B. S., 7 A. B.
North Georgia Agricultural College	4 A. B.
University of Illinois	27 B. S. (2 on women), 3 A. B. (1 on woman), 12 B. L. (2 on women).
Purdue University	24 B. S. (7 on women), 9 M. S. (3 on women), C. E., 5; M. E., 14; Ph. G., 22 (2 on women).
Kansas State Agricultural College	35 B. S. (10 on women).
Agricultural and Mechanical College of Kentucky	3 B. S. (1 on woman), 4 C. E., 4 A. B.
Maine State College of Agriculture and the Mechanic Arts.	1 B. S., 5 M. S., 10 B. C. E., 1 C. E., 8 B. M. E.
Maryland Agricultural College	3 B. S., 5 A. B.
Massachusetts Agricultural College	22 B. S.
Massachusetts Institute of Technology	132 B. S. (4 on women).
Agricultural and Mechanical College of Mississippi	23 B. S.
Alcorn Agricultural and Mechanical College	10 B. S.
School of Mines of the University of Missouri	2 B. S. (in chemistry), 2 C. E., 1 M. E.
Rutgers Scientific School	15 B. S.
New Hampshire College of Agriculture and the Mechanic Arts.	4 B. S.
Cornell University	37 B. S. (7 on women), 8 M. S. (1 on woman), 30 C. E., 84 M. E., 6 M. M. E., 26 Ph. B. (4 on women), 31 B. L. (5 on women), 30 A. B. (5 on women), 8 Ph. D. (1 on woman), 6 A. M. (1 on woman), 1 M. L. (woman), 3 LL. M., 37 LL. B., 2 Ph. M.
Agricultural and Mechanical College of Texas	6 B. S. Ag., 13 B. C. E., 6 B. M. E.
Virginia Agricultural and Mechanical College	5 B. S., 1 M. S.
OTHER TECHNICAL SCHOOLS.	
Colorado State School of Mines	4 M. E., 5 Met. Eng.
Rose Polytechnic Institute	25 B. S., 1 M. S.
Lawrence Scientific School of Harvard University	6 B. S.
Bussey Institution of Harvard University	1 B. S.
Worcester Polytechnic Institute	35 B. S.
Michigan Mining School	4 M. E.
School of Mines of the College of Montana	2 M. E.
Chandler Scientific School of Dartmouth College	12 B. S.
Thayer School of Civil Engineering	2 C. E.
The Stevens Institute of Technology	
John C. Green School of Science of the College of New Jersey.	6 B. S., 2 M. S., 9 C. E., 6 E. E.
Case School of Applied Science	10 B. S., 1 C. E.
Virginia Military Institute	1 B. S., 2 C. E.

SCIENTIFIC AND TECHNOLOGICAL SCHOOLS.

TABLE 22.—*Scientific schools and institutes of technology.—Statistics for the year ended June 30, 1892.*

[NOTE.—For schools of science endowed with the national land grant see table 19.]

Post-office address.	Name.	President or director.	Professors and instructors.		Students in—					
			Preparatory department.	Collegiate department	Preparatory department		Collegiate department		Post-graduate department.	
					Male.	Female	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11
Ontario, Cal.	Chaffee College of Agriculture (University of Southern California)	William T. Randall	7	0	60	40	0	0	3	1
San Francisco, Cal	Cogswell Polytechnic College	James G. Kennedy	12	0	160	145	0	0	0	0
Golden, Colo	School of Mines of the State of Colorado	Regis Chauvenet	0	7	0	0	82	0	0	0
Storrs, Conn	Storrs Agricultural School	B. F Koons	...	5	..	..	51	3	0	0
Washington, D. C	Corcoran Scientific School of the Columbian University	C. E Munroe	0	17	0	0	103	7	0	0
Atlanta, Ga	State School of Technology*	Isaac S. Hopkins	0	14	0	0	148	0	0	0
Terre Haute, Ind	Rose Polytechnic Institute	Henry T. Eddy	0	17	0	0	162	0	1	0
Cambridge, Mass	Lawrence Scientific School of Harvard University	N S. Shaler, dean	0	45	0	0	90	0	0	0
Jamaica Plain, Mass	The Bussey Institution (Harvard University)	F H Storer, dean	0	6	0	0	12	0	0	0
Worcester, Mass	Worcester Polytechnic Institute	Homer T Fuller	0	20	0	0	198	0	3	0
Houghton, Mich	Michigan Mining School	M E Wadsworth	0	9	0	0	58	0	5	0
St. Louis, Mo	Polytechnic School of Washington University	C M Woodward	0	22	0	0	70	0	0	0
Hanover, N. H	Chandler Scientific Department of Dartmouth College	E R. Ruggles	0	11	0	0	63	0	8	0
Do	Thayer School of Civil Engineering (Dartmouth College; post-graduate course)	Robert Fletcher	0	2	0	0	0	0	0	0
Hoboken, N. J	Stevens Institute of Technology	Henry Morton	14	17	240	0	215	0	3	0
Princeton, N. J	John C. Green School of Science of the College of New Jersey.	Francis L. Patton	0	24	0	0	155	0	0	0
New York, N. Y	School of Mines of Columbia College	Charles F. Chandler, dean	0	62	0	0	242	0	35	0
Troy, N. Y	Rensselaer Polytechnic Institute	John Hudson Peck	0	18	0	0	189	0	0	0
Cleveland, Ohio	Case School of Applied Science	Cady Staley	0	11	0	0	100	0	0	0
Lexington, Va	Virginia Military Institute	Scott Shipp	0	13	0	0	200	0	0	0
Northfield, Vt	Norwich University	Charles H. Lewis	0	6	0	0	52	0	0	0

*For 1890-'91.

MANUAL TRAINING SCHOOLS.

TABLE 23.—*Statistics of manual training schools not supported by public funds, 1891-'92.*

Post-office address.	Name of school.	Superintendent or principal.	Number of instructors		Number of pupils.		Annual charge for tuition.	Annual income from—		
			Men.	Women.	Men.	Women.		State.	Funds.	Benefactions.
1	2	3	4	5	6	7	8	9	10	11
Denver, Colo	Haish Manual Training School	Fred W. Hart	8	1	25	3	$80			
Chicago, Ill	Chicago Manual Training School	Henry H. Belfield	11	2	339	0	100	0	0	$50,000
New Orleans, La	Manual Training Department of the Tulane University	John M. Ordway	3	0	163	0	80	0	0	0
McDonogh, Md	McDonogh School	Duncan C Lyle	6	0	110	0	0	0	$40,000	150,000
St. Louis, Mo	Manual Training School of Washington University	C. M. Woodward	12	3	310	0	*98	0	8,050	0
Brooklyn, N. Y	Technical High School Department of Pratt Institute.	William O. Pratt	14	9	90	54	*45			
New York, N. Y	Hebrew Technical Institute	Otto A. Moses	10	0	125	0	0			
Cincinnati, Ohio	Technical School of Cincinnati	James B. Stanwood	7	1	151	2	*100	0		0
Philadelphia, Pa	Manual Training Department of Girard College	T. Mason Mitchell	8	0	622	0	0			0
Crozet, Va	Miller Manual Labor School	C. E. Vawter	9	8	173	93	0	0	72,427	0
Total			88	24	2,108	152		0	120,477	200,000

*Average.

NORMAL SCHOOLS.

TABLE 24.—*Summary of statistics of schools for training teachers, which are wholly or partially supported by public funds, for 1891–'92.*

State or Territory.	Number of schools.	Instructors.		Students.			
		Wholly or partially engaged in professional department.	Wholly engaged in other departments.	Professional (normal).			Nonprofessional.
				Men.	Women.	Graduating during year.	
United States	138	1,496	242	9,538	23,189	5,849	4,645
North Atlantic Division	56	696	96	3,239	12,153	3,326	1,927
South Atlantic Division	20	131	24	1,255	1,449	357	760
South Central Division	17	115	64	1,216	1,730	335	1,132
North Central Division	35	406	49	3,569	7,167	1,485	791
Western Division	10	86	11	259	1,390	396	108
North Atlantic Division							
Maine	5	41	0	162	555	127	23
New Hampshire	2	7	0	1	[illegible]	37	0
Vermont	3	21	0	114	385	103	0
Massachusetts	10	106	13	58	1,229	364	126
Rhode Island	1	9	0	0	214	31	0
Connecticut	3	56	0	26	476	112	0
New York	15	190	29	756	4,174	1,247	983
New Jersey	3	89	19	27	498	162	88
Pennsylvania	13	229	34	2,095	4,516	1,143	516
South Atlantic Division.							
Maryland	1	7	3	19	234	70	----------
District of Columbia	2	18	0	2	99	68	0
Virginia	4	46	16	337	258	103	449
West Virginia	5	30	0	464	426	64	30
North Carolina	4	15	1	206	189	14	187
South Carolina	1	6	0	0	57	28	0
Florida	2	9	4	227	216	10	124
South Central Division.							
Kentucky	1	2	0	0	32	21	0
Tennessee	3	22	14	220	270	148	125
Alabama	3	53	46	581	702	100	947
Mississippi	1	3	1	113	117	5	0
Louisiana	2	10	3	24	159	46	9
Texas	1	11	0	125	251	44	9
Arkansas	1	4	0	153	80	10	0
North Central Division:							
Ohio	4	21	0	40	230	175	0
Indiana	3	47	5	403	636	71	5
Illinois	3	55	5	417	616	129	431
Michigan	3	36	1	336	709	210	0
Wisconsin	5	60	20	461	945	130	12
Minnesota	5	47	12	193	789	194	10
Iowa	3	27	0	207	578	101	250
Missouri	4	49	0	862	1,102	306	0
North Dakota	2	12	0	53	118	0	35
South Dakota	2	22	0	61	235	42	35
Nebraska	1	12	2	137	319	60	0
Kansas	1	18	4	400	800	75	13
Western Division:							
Colorado	1	15	0	54	218	12	0
Arizona	1	2	0	10	35	2	26
Washington	3	10	2	57	109	3	12
Oregon	2	5	7	32	37	11	45
California	4	51	2	106	988	368	0

TABLE 25.—*Amount received from State, county, or city (many city normal schools not reporting) by public normal schools for 1891–'92.*

State or Territory.	For support.	For building and repairs.	State or Territory.	For support.	For building and repairs.
United States	$1,567,082	$394,635	Missouri	$37,250	0
			Nebraska	19,250	83,000
Alabama	31,000	5,448	New Hampshire	9,000	0
Arizona	6,000	0	New Jersey	21,500	0
Arkansas	4,200	0	New York	234,847	41,550
California	90,500	39,000	North Carolina	6,000	0
Colorado	25,000	30,000	North Dakota	13,500	40,000
Connecticut	24,000	0	Ohio	0,000	0
Florida	3,720	0	Oregon	[illegible]	1,100
Illinois	100,104	0	Pennsylvania	150,000	94,000
Indiana	41,100	0	Rhode Island	14,000	0
Iowa	25,000	6 000	South Carolina	1,050	0
Kansas	23,625	0	South Dakota	21,500	0
Louisiana	10,000	2,500	Tennessee	16,000	4,000
Maine	24,650	5,000	Texas	20,000	
Maryland	10,500	2,224	Vermont	8,670	0
Massachusetts	105,011	25,500	Virginia	58,500	0
Michigan	49,908	4,000	Washington	28,300	0
Minnesota	68,500	25,000	West Virginia	13,430	40,400
Mississippi	2,500	0	Wisconsin	121,301	22,118

TABLE 26.—*Summary of statistics of schools for training teachers, which are not supported by public funds, for 1891–'92.*

State or Territory.	Number of schools.	Instructors.		Students.				
		Wholly engaged in professional departments	Wholly engaged in other departments.	In professional departments.		In nonprofessional departments.		Graduates from professional course, 1891–'92.
				Men.	Women.	Men.	Women.	
United States	40	235	147	2,874	2,836	2,263	2,052	697
North Atlantic Division	2	34	0	110	306	5	12	17
South Atlantic Division	6	22	22	145	167	340	360	41
South Central Division	11	56	71	534	584	663	678	73
North Central Division	17	109	44	1,659	1,456	1,219	953	391
Western Division	4	14	10	426	323	36	49	100
North Atlantic Division:								
New York	1	27	0	8	211	0	0	3
Pennsylvania	1	7	0	103	97	5	12	14
South Atlantic Division:								
North Carolina	1	2	8	62	54	12	0	2
South Carolina	3	12	10	40	43	208	271	27
Georgia	1	5	0	23	20	0	0	10
Florida	1	3	4	20	20	120	80	2
South Central Division:								
Tennessee	2	14	24	215	180	390	360	18
Alabama	2	[illegible]	7	89	151	0	0	7
Mississippi	3	18	18	173	185	100	139	31
Louisiana	2	10	12	7	9	100	95	1
Texas	1	2	4	20	14	50	81	10
Arkansas	1	6	5	30	45	5	3	6
North Central Division:								
Ohio	2	8	5	63	30	[illegible]	48	14
Indiana	2	25	0	1,200	660	50	75	180
Illinois	4	19	16	196	568	295	220	47
Michigan	1	3	3	5	20	19	35	0
Wisconsin	2	18	6	48	21	54	0	15
Iowa	3	9	9	70	141	106	70	10
Missouri	1	3						
Nebraska	1	18	0	90	85	632	504	94
Kansas	1	6	5					
Western Division.								
Wyoming	1	3	0	0	7	0	5	0
Washington	1	7	0	22	15	30	42	0
California	2	4	10	404	300	6	2	100

TABLE 27.—*Statistics of schools for training teachers which are wholly or in part supported by public funds, for 1891–'92.*

Post-office address.	Name of institution.	Principal	Appropriation		Instructors		Students				Length of professional course.	
			From State, county, or city, for support	For building and repairs	Wholly engaged in the professional department	Wholly engaged in other departments	Professional			Nonprofessional	Years.	Weeks in each school year.
							Men	Women	Graduating.			
1	2	3	4	5	6	7	8	9	10	11	12	13
Birmingham, Ala	Normal Training Class	Mrs Ella N. Allen	$1,000	0	1	0	0	15	12	0	1	36
Florence, Ala	State Normal College	James K Powers	7,500	0	8	1	66	104	17	41	2	38
Jacksonville, Ala	State Normal School	Carleton B Gibson	2,500	0	4	3	35	40	8	25	4	36
Livingston, Ala	Alabama Normal College for Girls	Miss Julia S Tutwiler	2,500	0	5	5	0	35	0	147	4	36
Montgomery, Ala	State Normal School for Colored Students	W. B Patterson	7,500	0	14	6	264	278	12	0	6	40
Normal Ala	State Normal and Industrial School*	W H Council	4,000	0	4	13	46	50	16	197	4	40
Troy, Ala	State Normal School	Edwin R Eldridge	3,000	$600	2	9	85	106	20	301	4	38
Tuskeegee, Ala	Tuskeegee State Normal and Industrial School.	Booker T Washington	3,000	4,848	15	10	85	74	15	366	4	36
Tempe Ariz	The Territorial Normal School	J. H Brownell	6,000	0	2	0	10	38	3	38	3	40
Pine Bluff, Ark	Branch Normal College of Arkansas	Joseph C Corbin	4,300	0	4	0	153	80	10	0	4	40
Chico, Cal	State Normal School	Edw T Pierce	23,000	0	9	2	30	145		0	3	40
Los Angeles, Cal	State Normal School	Ira More	23,500	0	14	0	36	293	76	0	3	40
San Francisco, Cal	Normal Department, Girls' High School	Laura T Fowler	(No data.)		2	0	(a)	(a)	72	0	1	40
San José Cal	State Normal School	Chas W Childs	44,000	39,000	26	0	40	550	120	0	3	40
Greeley, Colo	State Normal School	L. X Snyder	35,000	30,000	15	0	84	215	12	0	4	38
New Britain, Conn	Connecticut Normal and Training School	C. F. Carroll	21,800	0	30	0	0	401	66	0	3	40
New Haven, Conn	Welch Training School	Misses Webster and Howes	(No data.)		3		32		25	0	1	40
Willimantic, Conn	State Normal School	Arthur B Morrill	13,000	0	17	0	4	75	21	0	3	40
Washington, D. C	Miner Normal School	Miss Lucy E Moten	(No data.)		8	0	2	24	26	0	1	40
Do	Washington Normal School*	Ida Gilbert Myers	0	0	10	0	0	46	42	0	1	40
De Funiak Springs, Fla	Florida State Normal College	Henry N Felkel	2,500	0	4	0	47	43	10	0	2	24
White Springs, Fla	Florida Normal College	J L Skipworth	250	0	5	4	180	173	0	134	3	36
Carbondale, Ill	Southern Illinois Normal University	Robert Allyn	28,610	0	14	1	192	150	22	216	2,4	38
Englewood, Ill	Cook County Normal School	Francis W Parker	44,000	0	24	0	(b)	(b)	66	0	1,2	38
Normal, Ill	Illinois State Normal University	John W. Cook	37,494	0	17	4	225	466	30	218	2	38
Covington, Ind	Indiana Normal College	L N Fouts	1,100	0	7	5	3	4	10	8	2	38
Indianapolis, Ind	Indianapolis Normal School*	M. E. Nicholson			9	0	0	23	0	0	2	40
Terre Haute, Ind	Indiana State Normal School	William W. Parsons	40,000	0	51	0	400	500	45	0	4	40
Cedar Falls, Iowa	Iowa State Normal School	H. H. Seerley	20,000	6,000	17	0	191	515	78	0	3,4	38

Sioux City, Iowa	Sioux City Training School for Teachers	Miss Nainette Rousseau	0	0	4		0	18	18	0			40
Woodbine, Iowa	Woodbine Normal School	Messrs. Kinney, Riddle, and Reed	5,000	0	6	0	16	50	10	250	2		40
Emporia, Kans	Kansas State Normal School	A. R. Taylor	a23,625	0	18		400	800	75	12			
Louisville, Ky	Louisville Normal School				2	0	0	32	31	0	1		40
Natchitoches, La	Louisiana State Normal School	Thomas S. Boyd	10 000	2,500	8	2	24	139	26	0	3		34
New Orleans, La	New Orleans Normal School				2	0	0	20	20	0	1		30
Castine, Me	Eastern State Normal School	Albert F. Richardson	6,800	0	7	0	63	203	26	0	3		38
Farmington, Me	State Normal and Training School	George C Parington	7,800	0	6	0	30	106	41	0	4		38
Fort Kent, Me	Madawaska Training School	Vetal Cyr	1,300	5,000		0	12	24	6	28	1		34
Gorham, Me	State Normal School	W. J. Cortheli	8,000	0		0	18	102	25	0	2		40
Portland, Me	Training School for Teachers	Sarah M. Taylor	(No data.)		13	0	0	10	10	0	1		40
Springfield, Me	Springfield Normal School	H. J. Piper	750	0		0	20	20	9	0	1		32
Baltimore, Md	Maryland State Normal School	E. B. Prettyman	10,500	2,224	7	0	19	234	70		4		36
Boston, Mass	Boston Normal School	Larkin Dunton	(No data.)		31	0	0	197	85	0	2		40
Do	Massachusetts Normal Art School*	George H. Bartlett	16,200	0	2		0	24	6	125	2		40
Bridgewater, Mass	State Normal School	Albert G. Boyden	24,481	4,500	17		53	209	67	0	4	2	38
Fall River, Mass	Fall River Training School	Elizabeth Hammett	(No data.)		2		0	18	12	0	1		40
Framingham, Mass	State Normal School	Miss Ellen Hyde	20,395	0	13		0	159	42	0	2		40
Haverhill, Mass	Haverhill Training School	Cora A Newton	(No data.)		2	0	0	15	5	0	1		41
Lawrence, Mass	Lawrence Training School	Lilly P Shepard	(No data.)		4	0	0	17	10	0	1		40
Salem, Mass	State Normal School	Daniel B Hagar	15,000	0	13	0	0	269	65	0	3	2	40
Westfield, Mass	do	James C. Greenough	15,235	(d)	11	0		140	33		2		38
Worcester, Mass	do	E. Harlin Russell	13,700	21,000	10	0	0	181	39	0	2	2	32
Detroit, Mich	Detroit Normal Training School	Harriet M. Scott	(No data.)		7	1		40	26	0	2		40
Ypsilanti, Mich	State Normal School	J. M. B. Sill	49,908	4,000	29	0	335	669	184	0	3	4	40
Mankato, Minn	do	Edward Searing	22,000	0	12	3	19	269	47		3	4	38
Minneapolis, Minn	Teachers' Training Class b	Miss Fannie S. Guptell	1,500	0	1	0		26	26	0	1		40
St. Cloud, Minn	State Normal School	Joseph Carhart	20,000	15,000	14	0	52	172	55	12	3	4	38
St. Paul, Minn	Teachers' Training Class	Miss J L Terry	(No data.)		10	4	0	35	16		1		38
Winona, Minn	State Normal School	Irwin Shepard	25,000	10,000	10	5	42	287	80	0	3	4	38
Holly Springs, Miss	do	E. D. Miller	2,500	0	3			7	5	0			40
Cape Girardeau, Mo	Missouri State Normal School	Richard C. Norton	11,000	0	12	0	21	50	43	0	4		40
Kirksville, Mo	do	W. D. Dobson	12,500	0	11	0	308	299	47	0	4		40
St. Louis, Mo	St. Louis Normal School	F Louis Soldan	(No data.)		9	0	0	212	1	0	1		40
Warrensburg, Mo	State Normal School	George L. Osborne	13,750	0	17	0	241	533	107	0	4		40
Peru, Nebr	Nebraska State Normal School	George L. Farnham	19,350	3,000	12	2	137	319	60	0	5		38
Manchester, N. H	City Training School	Miss Caroline E. Wing	(No data.)		1	0	0	24	16	0	1	1	37
Plymouth, N. H	New Hampshire State Normal School	Charles C. Rounds	9,000	0	6	0		62	21	0	2		8
Newark, N. J	Newark Public Normal School	K. S. Blake	No data	0	14	0	0	93	43	0	3		40
Paterson, N J	Normal Training Class	L H White	1 500	0	2	0	0	30	0	0	1		40
Trenton, N. J	New Jersey State Normal and Model Schools	James M. Green	20,000	0	13	19	27	389	119	38	3		42
Albany, N. Y	State Normal College	William J. Milne	25,000	0	17	0	69	315	201	0	2		40
Do	Teachers' Training Class	Jennie A. Utter	292	200	1	0	0	32	32	0	1		36
Brooklyn, N Y	Training School for Teachers	John Gallagher	0	1,000	15	0	0	106	101	0	1		40
Buffalo, N. Y	State Normal and Training School	James M Cassety	23,500	2,350	12	7	42	91	36	12	3,4		40

* For 1890–'91.

a The principal makes the following remark on these questions: "Our pupils are sent out by the month to teach in our city schools for experience We have no training schools"

b No answer to these inquiries. *c* Of this $16,500 was income from State endowment. *d* Just completed a building costing for site and structure $150,000.

e Discontinued in June, 1890. The University of Minnesota will hereafter train teachers for the city schools.

TABLE 27.—*Statistics of schools for training teachers which are wholly or in part supported by public funds, for 1891-'92*—Continued.

Post-office address.	Name of institution.	Principal.	Appropriation.		Instructors.		Students.				Length of professional course.	
			From State, county, or city, for support.	For building and repairs.	Wholly engaged in the professional department.	Wholly engaged in other departments.	Professional			Nonprofessional.	Years.	Weeks in each school year.
							Men.	Women.	Graduating			
1	2	3	4	5	6	7	8	9	10	11	12	13
Cortland, N. Y	State Normal and Training School	Francis J Cheney	$31,000	$28,000	15	0	107	277	119	28	3, 5	40
Fredonia, N. Y	do	Francis B Palmer	19,500	0	16	0	59	174	59	68	2, 4	40
Geneseo, N. Y	do	John M. Milne	21,000	5,000	16	0	150	385	103	78	2, 4	40
New Paltz, N. Y	do	Frank L. Copen	18,655	0	14	0	40	190	31	18	2, 4	40
New York, N. Y	Female Normal College	Thomas Hunter	125,000	8,000	21	17	0	1224	214	572	4, 5	40
Oneonta, N. Y	State Normal School	James M Milne	18,500	0	14	0	91	274	56	25	1	40
Oswego, N. Y	State Normal and Training School	E A Sheldon	21,000	0	15	0	39	346	77	0	2	40
Plattsburg, N. Y	State Normal School	Edward N. Jones	18,000	0	12	0	23	119	3	0	2, 4	40
Potsdam, N. Y	State Normal and Training School	T B Stowell	21,000	0	15	5	145	345	107	182	1	40
Rochester, N. Y	Teachers' Training Class of Rochester Free Academy	Lena M Norton	700	0	2	0	0	39	34	0	1	36
Syracuse, N. Y	Syracuse Training School	W. K Wickes	700	0	3	0	0	33	20	0	1	40
Fayetteville, N. C	State Colored Normal School	G H. Williams	1,500	0	3	0	22	24	6	85	[illegible]	[illegible]
Goldsboro, N. C	do	James D. Martin	1,700	0	5	1	110	84	2	54	[illegible]	[illegible]
Plymouth, N. C	Plymouth State Normal School	H C Crosby	1,400	0	3	0	28	52	6	65	[illegible]	[illegible]
Salisbury, N. C	State Colored Normal School	F. M Martin	1,400	0	4	0	46	59	0	0	[illegible]	[illegible]
Mayville, N. Dak	State Normal School	James McNaughton	3,500	20,000	5	0	15	35	0	35	[illegible]	[illegible]
Valley City, N. Dak	do	George A. McFarland	10,000	20,000	7	0	38	83	0	0	2, 4	38
Athens, Ohio	Pedagogical Department of the Ohio University	John P Gordy	6,000	0	7	0	40	45	15	0	2, 5	38
Cincinnati, Ohio	Cincinnati Normal School	Carrie N. Lathrop	(No data.)		5	0	0	94	41	0	1½	38
Cleveland, Ohio	Cleveland Training School	Miss L. W. Hughes	(No data.)		9	0	0	91	119	0	1½	38
Dayton, Ohio	Dayton Normal School	No report										
Ashland, Oreg	Ashland State Normal School	(Closed)										
Drain, Ore	Drain Academy and State Normal School	W. T. Van Scoy	800	1,000	3	2	20	25	9	5	2	33
Weston, Oreg	Eastern Oregon State Normal School	F. J Van Winkle	100	100	5	5	12	12	2	25	2	40
Bloomsburg, Pa	State Normal School	J. P. Welsh		0	16	0	122	278	96	0	2	40
California, Pa	Southwestern State Normal School	Theodore B. Noss	{a90,000}	15,000	12	4	191	221	54	0	2	40
Clarion, Pa	State Normal School	A. J Davis		b12,000	0	13	178	226	93	28	2	40
Edinboro, Pa	do	Martin G. Benedict		0	6	5	49	62	29	20	2	40

Erie, Pa	Teachers' Training Class	H. C. Missimer	(No date.)		6	0	0	19	19	0	1		20
Indiana, Pa	Indiana State Normal School	Charles W. Dean		0	15	2	164	332	42	0	2		42
Kutztown, Pa	Keystone State Normal School	Nathan C. Schaeffer		12,500	21	0	427	303	80	0	2		42
Lock Haven, Pa	Central State Normal School	James Eldon		0	15	3	224	236	65	0	2		42
Mansfield, Pa	State Normal School	D. C. Thomas		80,000	13	4	75	94	94	146	2		42
Millersville, Pa	....do	E. Oram Lyte			33	0	325	398	73	0	2		42
Philadelphia, Pa	Girls' Normal School	George W. Fetter	60,000	0	54	0	0	[2]015	329	0	2		45
Shippensburg, Pa	Cumberland Valley State Normal School	G. M. D. Eckels			13	0	200	80	50		2		42
West Chester, Pa	West Chester State Normal School	G. M. Phillips		7,500	27	3	120	293	37	280	3		43
Providence, R. I	Rhode Island State Normal School	Geo. A. Littlefield	14,000	0	9	0	0	214	31	0	3		40
Columbia, S. C	Winthrop Normal College	D. B. Johnson	1,050	0	6	0	0	57	28	0	2		36
Madison, S. Dak	State Normal School	W. H. H. Beadle	9,300	0	6	0	40	140	17	0	3		40
Spearfish, S. Dak	....do	Fayette L. Cook	12,200	0	14	0	21	95	15	35	4		40
Knoxville, Tenn	Normal Department of Knoxville College	J. S. McCulloch	1,000	0	3	6	36	30	2	38	4		40
Morristown, Tenn	Morristown Normal Academy	Judson V. Hill	0	4,000	5	3	24	39	2	147	4		40
Nashville, Tenn	Peabody Normal College, University of Nashville	William Harold Payne	15,000	0	19	0	160	310	138	0	4		32
Huntsville, Tex	Sam Houston State Normal School	H. C. Pritchett	20,000	0	11	0	125	261	44	0	2		37
Castleton, Vt	State Normal School	Abel E. Leavenworth	2,000	0	6	0	75	150	32	0	2		35
Johnson, Vt	....do	A. H. Campbell	3,500	0	10	0	16	180	40	0	2		35
Randolph, Vt	Vermont State Normal School[a]	Edward Conant	3,178	0	5	0	23	105	31	0	2		35
Farmville, Va	State Female Normal School	John A. Cunningham	12,000	0	5	4	0	90	35	170	3		40
Hampton, Va	Hampton Normal and Agricultural Institute	Samuel C. Armstrong	15,000	0	20	8	157	144	27	0	3		40
Petersburg, Va	Virginia Normal and Collegiate Institute	James Hugo Johnston	16,500	0	11	4	71	84	29	214	3		40
Williamsburg, Va	College of William and Mary (State Male Normal School).	Lyon G. Taylor	15,000	0	10	0	109	0	8	65	3, 3		40
Cheney, Wash	State Normal School	W. J. Sutton	18,300	0	6	0	29	46	3	37	3		40
Ellensburg, Wash	Washington State Normal and Training School.	B. T. Barge	10,000	0	4	2	28	63	0	0	3		40
Fairmont, W. Va	Fairmont State Normal School	J. C. Gwynn	2,000	37,000	7	0	156	97	12	7	4		40
Glenville, W. Va	State Normal School[a]	Verona Mapel	2,300	0	3	0	58	45	14	0	3		40
Harpers Ferry, W. Va	Storer College	N. C. Brackett	630	0	7	0	85	86	18	0	3		35
Huntington, W. Va	Marshall College, State Normal School	Thomas E. Hodges	3,000	2,000	4	0	68	102	7	0	4		40
Shepherdstown, W. Va	Shepherd's College, State Normal School	A. C. Kimler	3,000	500	5	0	30	80	4	22	3		40
West Liberty, W. Va	State Normal School[a]	Robt. A. Armstrong	2,500	900	5	0	70	68	9	0	3		40
Milwaukee, Wis	....do	L. D. Harvey	17,000	0	0	4	20	70	32	0	12		40
Oshkosh, Wis	....do	George S. Albee	25,000	6,000	15	7	190	283	28	12	4		40
Plattsville, Wis	....do	Duncan McGregor	28,000	0	11	3	97	190	14	0	4		40
River Falls, Wis	....do	J. Q. Emery	[c]15,000	0	11	3	64	177	35	0	3, 4		40
Whitewater, Wis	....do	Albert Salisbury	36,201	16,913	14	3	90	225	20	0	3, 4		40

[a] For 1890–'91
[c] Distributed among twelve State normal schools.
[b] Appropriated, but not used.
[c] For 1889–'90.

TABLE 28.—*Statistics of normal schools not supported by public funds, for 1891-'92.*

Post-office address.	Names of School	Principal.	Instructors		Students				Graduates from professional course.	Years in professional course	Weeks in year.
			In professional course	In other departments.	In professional department		In nonprofessional department				
					Male	Female	Male	Female			
1	2	3	4	5	6	7	8	9	10	11	12
Huntsville, Ala	Central Alabama Academy	A W McKinney	5	0	*83	*130	0	0	*1	3	36
Mobile Ala	Emerson Institute*	Charles M Stevens	3	7	6	21	0	0	6	4	
Helena, Ark	Southland College and Normal Institute	William Russell	6	5	30	45	5	3	6	3	36
Oakland, Cal	Normal and Special Training School	J C. Gilson	1	0	4	50	6	2	0	1	44
Stockton, Cal	Stockton Business College and Normal Institute	W. C Ramsey	3	10	400	240	0	0	100	1	52
Jasper, Fla	Jasper Normal Institute	J M Guilliams	3	4	20	20	120	80	2	2	46
Augusta, Ga	Paine Institute	George Wms Walker	5	0	33	20	0	0	10	4	36
Dixon, Ill	Northern Illinois Normal School	J B Dillis	10	14	50	350	200	150	28	4	40
Geneseo, Ill	Northwestern Normal	W J Cook	3	2	32	55	24	11	13	2	40
Macomb, Ill	Macomb Normal and Commercial College	J F Meyer	5	0	75	70	50	40	6	3	36
Oregon, Ill	Wells School for Teachers and School for Individual Instruction	E L. Wells	1	0	39	83	21	19	0		51
Danville, Ind	Central Normal College	J. A Joseph	18	0	1,000	500	0	0	150	4	48
Mitchell Ind	Southern Indiana Normal College	Urner and Williams	7	0	200	150	50	75	30	4	47
Algona, Iowa	Northern Iowa Normal School*	F M Chaffee	4	5	10	50	20	10	0	3	36
Dexter, Iowa	Dexter Normal College	M E Crosier	4	4	60	80	75	50	10	3	44
Ottumwa, Iowa	Ottumwa Normal School	Martha A Peck	1	0	0	11	11	10	0		36
Shenandoah, Iowa	Western Normal School	Suspended while rebuilding									
Fort Scott, Kans	Kansas Normal College*	D E. Sanders	6	5						3	40
New Orleans, La	Southern Academic Institute	Mrs J E Seaman	3	6	0	3	0	0	1	2	36
Winsted, La	Gilbert Academy	W D Godman	7	7	7	6	100	95	0	3	32
Owasso Mich	Oakside School	Mrs L E Gould	3	3	5	20	19	36	0		
Daleville, Miss	Cooper Normal College	Ben M Drake	3	1	45	20	30	33	9	3	40
Jackson, Miss	Jackson College*	C Ayer	7	0	102	148	0	0	32	3	34
Tougaloo, Miss	Normal Department of Tougaloo University	F G Woodworth	6	17	26	17	79	107	5	4	42
Pleasant Hope, Mo	Pleasant Hope Normal Academy	D P Burns	3								
Fremont, Nebr	Fremont Normal	W H Clemmons	18	0	90	35	632	504	94	1	36
New York, N Y	New York College for the Training of Teachers	Walter L Hervey	27	0	6	211	0	0	3	2	34
Raleigh, N. C	St. Augustine Normal School and Collegiate Institute.	A B Hunter	2	8	62	94	16	9	2	3	40
Fremont City, Ohio	Western Normal University	B. L. Barr (suspended)									

Wadsworth, Ohio	Western Reserve Normal College	J. B. Eberly	4	5	25	30	56	48	7	4	38
Woodville, Ohio	Teachers' Seminary of the Evangelical Lutheran Synod of Ohio and adjoining States	Theodore Mees	4	0	38	0	7	0	7	5	40
Muncy, Pa	Lycoming County Normal School	J. George Becht	7	0	102	97	5	12	14	3	20
Aiken, S. C	Schofield Normal and Industrial School*	Martha Schofield	5	3	32	25	55	60	4	4	40
Charleston, S. C	Avery Normal Institute	Morrison A. Holmes	4	4	6	16	25	63	17	4	36
Greenwood, S. C	Brewer Normal School	J. M. Robinson	3	3	12	2	128	148	6	2	32
Huntington, Tenn	Southern Normal University	J. A. Baber	5	18	150	100	200	100	10	1	45
Memphis, Tenn	Le Moyne Normal Institute	Andrew J. Steele	9	6	65	80	190	260	8	4	34
Austin, Tex	Tillotson Collegiate and Normal Institute	William M. Brown	2	4	20	14	59	81	10	3	34
Lynden, Wash	Northwest Normal School	W. M. Heiney	7	0	22	15	30	42	0	1	48
Milwaukee, Wis	National German-American Teachers' Seminary	Emil Dapprich	11	4	12	21	0	0	9	3	42
St. Francis, Wis	Catholic Normal School of the Holy Family	M. M. Gerend	7	2	33	0	54	0	7	4	40
Rawlins, Wyo	Wyoming Normal and Scientific School*	J. R. Rollman	3	0	0	7	0	5	0	2	48

*For 1890-'91.

UNIVERSITY EXTENSION.

TABLE 29.—*Statistics of university extension lectures for 1891-'92.*

Centre	Lecturer.	Subject of course.	Number of lectures in course.	Average number at lectures.	Average number at classes.	Average number of weekly papers	Number passed examination.	Number rejected.
1	2	3	4	5	6	7	8	9
I. UNIVERSITY OF CALIFORNIA.								
Los Angeles, Cal	Bernard Moses, PH. D	History of modern Europe	10	250	150	0	*	*
Oakland, Cal	G. H. Howison, LL. D	Ethics	13	100	90	0	*	*
San Francisco, Cal	C. M. Gayley, A. B	Shakespeare's tragedies	15	400	80	5	20	5
Do	Irving Stringham, PH. D	Mathematics (propædeutic to the higher analysis)	30	40	40	0	11	*
Do	C. H. Bradley, A. M	Historical and comparative English grammar	12	40	40	0	8	*
Do	T. R. Bacon, A. B., B. D.	Transition from renaissance to reformation	15	400	400	0	13	*
II. LELAND STANFORD JUNIOR UNIVERSITY.								
Oakland, Cal	Earl Barnes, M. S	Child study	8	300	200	.....	*	*
Redwood City, Cal	D. S. Jordan, PH. D., LL. D	Evolution	9	150	150	0	*	*
San Francisco, Cal	M. B. Anderson, A. M	Minor Elizabethan dramatists	12	25	25	.....	*	*
San José, Cal	D. S. Jordan, PH. D., LL. D.	Evolution	7	400	200	0	25	*
Santa Cruz, Cal	Earl Barnes, M. S	Child study	8	150	100	.....	*	*
III. UNIVERSITY OF DENVER.								
Greeley, Colo	Wm. F. McDowell, PH. D	French revolution	6	200	125	56	34	.....
University of Denver, Colo	H. A. Howe, PH. D	Electricity	7	85	85	.....	*	*
IV. TRINITY COLLEGE.								
Hartford, Conn	Chas. F. Johnson, A. M	English poetical forms	6	.....	a	.....	*	*
Do	W. R. Martin, PH. D	Outline of the Rig-Veda	1	.....	a	.....		*
Do	Henry Ferguson, A. M	Europe before the Crusades	6	.....	a	.....		*
Do	John J. McCook, A. M	The alms question, past and present	7	.....	a	.....		*
Do	Flavel S. Luther, A. M	Formulas of modern science	5	.....	a	.....	*	*
V. CHICAGO SOCIETY FOR UNIVERSITY EXTENSION.								
Chicago, Ill. (Newberry Library)	Nathaniel Butler, jr., A. M	English literature	6	27	150	0	30	....

Do	J. A Woodburn, PH. D	American political history	12	300	200			
Freeport, Ill	Nathaniel Butler, jr , A M	English literature	6	275	100	0	6	
Kewanee, Ill	Chas W Pearson	..... do	3	125	75			
La Salle	..... do	.....do	3	100	60			
Oak Park, Ill	Nathanial Butler, jr , A. M	English literature	6	190	100			
Do	Alexander Smith	Chemistry, air and water	6	250	175	3	2	0
South Evanston, Ill	Nathaniel Butler, jr., A. M	English literature	6	90	40			
Union Park, Ill	J. B. Parkinson	Elements of political economy	6	150	75			
VI. UNIVERSITY OF ILLINOIS.								
Farmer City, Ill	Nathanial Butler, jr , A. M	English literature	6	75	30	0	2	
La Salle, Ill	J. H Brownlee, A. M	Elocution and oratory	6	250	0	0	0	
Pontiac, Ill	J. D. Crawford, A. M	Constitutional history	6	100	50	0	0	
University of Illinois, Champaign.	.....do	.....do	3	125	0	0	0	
Do	S. A. Forbes, PH D	Lowest forms of life	3	350	25	0	0	
Do	Nathanial Butler, jr , A. M	English literature	3	300	50	0	0	
Do	S. W Stratton, B. S.	Electricity	3	350	0	0	0	
VII. INDIANA UNIVERSITY.								
Chicago, Ill	J. A. Woodburn, PH. D	American political history	12	80	25		8	20
Do	.....do	.....do	6	250	90		14	30
Evansville, Ind	J M Coulter, PH D , LL. D	General morphology and physiology of plants	6	96	50			
Indianapolis, Ind	E. A. Ross, PH D	Social and economic reform	12	55	20		5	
Do	J. A Woodburn, PH. D	American political history	12	150	68	20	12	4
New Albany, Ind	J. M. Coulter, PH. D., LL. D	General morphology and physiology of plants	6	150	90			
Louisville, Ky	.....do	.....do	12	125	75			
Do	O. B Clark	Lowell's poetry	8	150	40		5	
Do	.....do	Shakespeare: life and six plays	7	100	40			
VIII. IOWA STATE UNIVERSITY.								
Burlington, Iowa	G. T. W. Patrick	Scientific charity		150				
Davenport, Iowa	(S. Calvin, A. M., PH D. T. H. McBride, A. M C. C. Nutting, A. M	World building.. Geology Botany Zoology	12	200	60		12	
Des Moines, Iowa	.....do	.....do	12	150				
Iowa City, Iowa	.....do	.....do	12	300				
Muscatine, Iowa	A. N Currier, A. M	Roman antiquities	2	100				
Do	G T W. Patrick, A. M., PH D	Charity and correction		100				
Do	E. McClain, A. M., LL. B	Roman law		90				
Quincy, Ill	I A. Loos, A. M	Political science	6	90	57			
IX. UNIVERSITY OF KANSAS.								
Olathe, Kans	E. H. S. Bailey, PH. D	Chemistry of everyday life	12	50			4	
Topeka, Kans	F. W. Blackmar, PH. D	Political economy	12	50			8	3
Do	L. I Blake, PH. D	Electricity and magnetism	12	10			9	1
Wichita, Kans	E. Miller, A. M S. W Williston, PH. D	Astronomy Geology	12	00			25 8	

*No examination held.

a No class.

TABLE 20.—*Statistics of university extension lectures for 1891-'92*—Continued.

Centre	Lecturer.	Subject of course.	Number of lectures in course	Average number present at lectures.	Average number in class.	Average number of weekly papers	Number passed examination.	Number rejected
1	2	3	4	5	6	7	8	9
IX. UNIVERSITY OF KANSAS—continued								
Kansas City, Mo	F. W. Blackmar, PH. D.	Economic problems	12	100			9	
Do	L. I. Blake, PH. D.	Electricity and magnetism	12	280			13	5
Do	C. G. Dunlap, A. M.	English literature	12	40			4	
Do	Wm. H. Carruth, A. M.	German literature	12	28			2	
X. TULANE UNIVERSITY								
Tulane University, New Orleans, La	John R. Ficklen, B. L.	Rise and development of the English constitution	6	35	50			0
Do	Alcée Fortier	Le Drame en France	6	25	30			0
Do	Brandt V. B. Dixon, A. M.	Psychology	6	50	55			0
Do	John M. Ordway, A. M.	Chemistry of everyday life	6	45	55			0
Do	Brown Ayres, PH. D.	Electricity and magnetism	7	45	55			0
Do	Robert Sharp, PH. D.	English language and literature	6	40	55			0
XI. BOWDOIN COLLEGE.								
Augusta, Me	F. C. Robinson, A. M.	Chemistry	5	125				
Gardiner, Me	do	do	5	250				
Rockland, Me	do	do	5	275				
XII. DETROIT INSTITUTE OF UNIVERSITY EXTENSION.								
Detroit, Mich	I. N. Demmon, A. M.	Masterpieces of English literature	6	450	100	16	12	0
Do	Henry C. Adams, PH. D.	Social and industrial problems	6	300	50	10	4	0
Do	Fred N. Scott, PH. D.	The interpretation of art	6	300	75	12	8	0
Do	A. B. Stevens, PH. C.	Elementary chemistry	9	28	28			
Do	Chas. B. Adams	do	6	27	28		4	
XIII. RUTGERS COLLEGE.								
East Millstone, N. J	P. T. Austen, PH. D.	Chemistry	12	95	80		10	
Freehold, N. J	E. B. Voorhees, A. M.	Agriculture	12	61	85			

New Brunswick, N. J.	R. W. Prentiss, M. S.	Astronomy	12	45	17		8		
Do	P. T. Austen, PH. D.	Chemistry	12	30	16		13		
Do	B. D. Halsted, SC. D.	Botany	6	37	33				
Paterson, N. J.	P. T. Austen, PH. D.	Chemistry	12	185	65		14		
Somerville, N. J.	F. C. Van Dyck, PH. D.	Electricity	12	80	60		10		
XIV. UNIVERSITY OF THE STATE OF NEW YORK.									
Albany, N. Y.	J. W. Jenks, PH. D.	Practical economic questions	10	325	100	15	19	2	
Albion, N. Y.	W. H. Mace, A. M.	American Revolution	10	240	150	42	18	2	1
Ballston, N. Y.	C. F. McClumpha, PH. D.	History of English literature	10	40	25	4	4		
Binghamton, N. Y.	J. W. Jenks, PH. D.	Practical economic questions	10	175	50	8	8	1	0
Gloversville, N. Y.	A. L. Peck	History of English literature			70				
Poughkeepsie, N. Y.	W. H. Mace, A. M.	American Revolution	10	110	75	10	7	0	
Rochester, N. Y.	J. H. Gilmore, A. M.	English literature	10	750	350	5	25	3	2
Do	W. H. Mace, A. M.	American Revolution	0	330	250	50	5	3	2
Skaneateles, N. Y.	do	do	10	100	80	15	4	1	0
Watertown, N. Y.	do	do		250	150	4	1	1	0
Yonkers, N. Y.	H. H. Boyesen, PH. D.	American literature		300	60	5	5	1	0
Do	J. K. Reese, A. M., B. M.	Popular astronomy		250	60	3	3	1	
XV. CLEVELAND SOCIETY FOR UNIVERSITY EXTENSION.									
Newburg, Ohio	E. J. Bourne, A. B.	American history	10	60			6	0	
Cleveland, Ohio (Y. M. C. A. Centre)	C. H. Page, A. M.	Shakespeare and his contemporaries	0	33			2	0	
Do	E. G. Bourne, A. B.	American history	10	45			3	0	
Cleveland, Ohio (Choral Hall)	C. H. Page, A. M.	Shakespeare and his contemporaries		38			0	0	
Cleveland, Ohio (Central Centre)	Cady Staley, PH. D.	Architecture	5	53			0	0	
Do	C. H. Page, A. M.	Eighteenth and nineteenth century prose	12	49			1	0	
Do	F. L. Herrick, PH. D.	Biology	5	13			1	0	
Do	C. H. Benjamin, M. E.	Experimental mechanics (statics)	6	34			3	0	
Do	do	Experimental mechanics (dynamics)	6	20			3	0	
Cleveland, Ohio (West Side Centre)	C. H. Page, A. M.	Eighteenth and nineteenth century prose	12	78			4	0	
Cleveland, Ohio (South Side Centre)	C. S. Howe, PH. D.	Astronomy	10	73			3	0	
Cleveland, Ohio (Bolton Avenue Centre)	do	Descriptive astronomy	10	82			1	0	
Do	do	Study of the constellations	6	24			0	0	
Cleveland, Ohio (Woodland Centre)	Cady Staley, PH. D.	Architecture	5	198			0	0	
Do	F. H. Herrick, PH. D.	Biology	5	199			0	0	
Cleveland Ohio (Gordon Avenue Centre).	C. S. Howe, PH. D.	Astronomy	10	75					
XVI. AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING									
Bristol, Pa.	F. N. Thorpe, PH. D.	Epochs in American history	6	250	225	5	1		
Do	do	Administration of government	6	125	200	3	1		
Bryn Mawr, Pa.	H. S. Pancoast	Typical English poets	6	125	75	3	0	0	
Do	J. O. Murray, D. D., LL. D.	Earlier plays of Shakespeare	6	150		3	0	0	

TABLE 29.—*Statistics of university extension lectures for 1891-'92*—Continued.

Centre	Lecturer	Subject of course.	Number of lectures in course.	Average number at lectures	Average number in class	Average number of weekly papers	Number passed examination.	Number rejected
1	2	3	4	5	6	7	8	9
XVI. AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING—continued.								
Carbondale, Pa	W C Robinson, PH D	English poets of the Revolution age	6	160	110	4	0	0
Do	F T Devine, A M	Economics	6	100			0	
Chambersburg, Pa	H W Rolfe PH D	English literature in the nineteenth century	6	300	250	10	5	
Do	W C Robinson, PH D	Shakespeare	6				5	
Chester, Pa	A H Smyth	American literature	6	300	125	7	9	
Do	R E Thompson, D D	English literature	6	300	300	10	9	
Chester Springs, Pa	F. T Devine, A M	Economics	6	100			9	
Coatesville, Pa	H W. Rolfe, PH D	English literature in the nineteenth century	6	130	100	5	2	
Columbia, Pa	W C Robinson, PH D	English poets of the Revolution age	6	250			11	
Do	do	Shakespeare	6	300			10	
Conshohocken, Pa	F. N. Thorpe, PH D	American history and government	6	175		2	0	0
Do	R. E. Thompson, D. D	English literature	6	280	125	2	0	
Doylestown, Pa	J. H. Penniman, A B.	Representative American authors	6	175	100	12	3	
Do	H. W Rolfe, PH. D.	English literature in the nineteenth century	6	125	110	6	3	
Downingtown, Pa	A H Smyth	English literature	6	150	60	6	3	
Gettysburg, Pa	W. C. Robinson, PH. D	English poets of the Revolution age	6	300			9	
Green Ridge, Pa	do	do	6	110	80	5	0	0
Harrisburg, Pa	do	English literature	6	450			30	
Do	do	Shakespeare	6	400			22	
Honesdale, Pa	do	English poets of the Revolution age	6	160	100	12	4	
Jenkintown, Pa	R. E. Thompson, D D	English literature	6	200	100	15	7	
Do	F. N Thorpe, PH D	Epochs in American history	6	60			7	
Kingston, Pa	E. T. Devine, A. M	Economics	6	60			0	0
Lancaster, Pa	do	do	6	125	117	12	10	
Do	W. C. Robinson, PH. D.	English poets of the Revolution age	4	310			12	
Do	do	Shakespeare	6	250			6	
Langhorne, Pa	J H. Penniman, A. B	Representative American authors	6	150	150	15	19	
Lansdale, Pa	E T Devine, A M	Economics	6	100			2	
Lansdowne, Pa	R E Thompson, D D	English literature	6				0	0
Do	J. M Macfarland, B C D	Botany	6	120		9	8	
Lebanon, Pa	W C Robinson, PH. D	English poets of the Revolution age	6	270			12	
Do	do	Shakespeare	6	200			9	

Media, Pa	F. N Thorpe, PH D	Epochs in American history	6	65			0	0	
Newtown, Pa	do	do	6	200	100	8	6		
Norristown, Pa	R E. Thompson, D. D	Political economy	6	120	30	10	7		
Do	F. N Thorpe, PH. D	Civil development of the United States	6	150	75	5	1		
Do	G S. Fullerton, A. M., B. D	Psychology	6	100	50	9	5		
North Wales, Pa	F. N Thorpe, PH. D	Europe findsAmerica	6	125	60	6	4		
Philadelphia, Pa. (Association Local Centre).	E. S Crowley, B. S	Mathematics	12	75	60	20	9		
Do	F. H Giddings, A. M	Economics	3				0	0	
Do	R E. Thompson, D. D	English literature	6	380		12	7		
Do	M. E. Sadler, A. M	Socialism	3	485			0	0	
Do	do	Political economy	3	440			0	0	
Do	H W Spangler	Strength of materials	6				2		
Do	H S. Pancoast	Robert Browning	6	141	100	5	4		
Do	Sidney Sherwood, PH D	History and theory of money	12	211	191	7	5		
Do	E T. Devine	Economics	6	140			1		
Do	H J. Mackinder, A. M	Revolutions in commerce	6				4	0	
Philadelphia, Pa. (Frankford Centre).	C. M. Andrews, PH D	Political history of Europe		100	18	7	7		
Do	A. W. Goodspeed, PH. D	Electricity	6	75	30	10	8		
Do	C. M. Andrews, PH. D	Renaissance		100	30	6	6		
Philadelphia, Pa. (Germantown Centre).	E. P. Cheyney, A. M	Modern industrial history	8	100	40	5	4		
Do	H. S. Pancoast	Robert Browning		110	75	6	8		
Do	M. E. Sadler, A M	Socialism		175			0	0	
Do	H. J. Mackinder, A. M	Revolutions in commerce	6				2	0	
Philadelphia, Pa. (New Century Guild Centre)	R. E Thompson, D. D	English literature	6	90	50	5	5		
Philadelphia, Pa. (Roxborough Centre).	J. B. McMaster, A. M	People of the United States	6				0	0	
Philadelphia, Pa. (United Club and Institute Centre).	F. N. Thorpe, PH. D	American history	6	125			0	0	
Philadelphia, Pa. (Wagner Institute).	R. E. Thompson, D. D	English literature	6	120	50	6	1		
Do	Willis Boughton, PH. D	Poets of America	6	50	20	4	3		
Do	F. N. Thorpe, PH. D	American history	6	100	75	6	3		
Philadelphia, Pa. (West Philadelphia Centre).	G F Barker, PH. B., M. D	Modern views of energy	6				0	0	
Do	G. S. Fullerton, A. M., B. D	Psychology	6	200	70	4	4		
Do	M. E. Sadler, A. M	Change in political economy	3				0	0	
Do	E. P. Cheyney, A. M	Central Europe in the nineteenth century	6	200	75	4	3		
Do	C. T. Winchester, L. H. D	Literatureof Queen Anne period	6				6	0	
Do	Willis Boughton, PH. D	Poets of America	6	40			0	0	
Philadelphia, Pa. (Wissahickon Heights).	Paul Shorey, PH. D	Studies in English poetry	6	45			1		
Do	Henry Leffman	Chemistry	6	40			0	0	
Do	J T. Rothrock, B. S., M. D	Botany	6	40			5		
Philadelphia, Pa. (Woman's Christian Association).	F. N Thorpe, PH. D	Constitution of the United States	6	100	40	5	2		
Do	Willis Boughton, PH. D	Brook Farm community	6	65	45	3	2		
Phœnixville, Pa	H. W. Rolfe, PH. D	English literature in the nineteenth century	6	175	125	8	8		
Do	J. H. Penniman, A. B	Representative American authors	6	100			12	0	

TABLE 29.—*Statistics of university extension lectures for 1891-'92*—Continued.

Centre.	Lecturer.	Subject of course.	Number of lectures in course.	Average number at lectures.	Average number at class.	Average number of weekly papers.	Number passed examination.	Number rejected.
1	2	3	4	5	6	7	8	9
XVI.—AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING—continued								
Plymouth, Pa	E T Devine, A M	Economics	6	100	.....	.....	0	0
Pottstown, Pa	H W Rolfe, PH D	English literature in the nineteenth century	6	180	.....	.....	2	0
Reading, Pa	E T Devine, A M	Economics	6	397	350	11	4	.....
Do	H W Rolfe, PH D	English literature in the nineteenth century	6	350	200	4	4	.....
Do	H J Mackinder, A M	Unity of history	2	.....	.....	.....	0	0
Scranton, Pa	W C Robinson, PH D	English poets of the Revolution age	6	460	300	49	3	.....
Do	E T Devine, A M	Economics	6	100	.....	.....	3	0
Wayne, Pa	H W Rolfe, PH D	English literature in the nineteenth century	6	120	85	6	3	.....
Do	Ida M Gardner	Bird's eye view of European history	6	.....	.....	5	4	.....
West Chester, Pa	A H Smyth	American literature	6	175	.....	.....	0	0
Do	J B McMaster, A M	United States history	6	75	.....	.....	0	0
Do	R E Thompson, D D	English literature	6	165	.....	.....	9	.....
Do	J T Rothrock, B S, M D	Botany	6	165	165	6	15	.....
Wilkes Barre, Pa	E T Devine, A M	Economics	6	300	.....	.....	4	.....
Wyoming, Pa	Enoch Perrine, A M	The United States	6	145	135	5	5	.....
York, Pa	W C Robinson, PH D	English poets of the Revolution age	6	200	.....	.....	6	.....
Bridgeport, Conn	E T Devine, A M	Economics	6	250	.....	.....	11	.....
Newark, Del	F E Schelling, A M	Modern novelists	6	75	20	5	0	0
Wilmington, Del	W H Johnson	France during the struggle for conscience	6	85	40	4	2	.....
Bridgeton, N J	E T Devine, A M	Economics	6	.....	.....	.....	0	0
Burlington, N J	F E Schelling, A M	Modern novelists	6	165	.....	6	4	.....
Do	F N Thorpe, PH D	Epochs in American history	6	.....	.....	.....	2	.....
Do	A W Goodspeed, PH D	Electricity	6	100	50	.....	3	.....
Camden, N J	F N Thorpe, PH D	Civil development of the United States	6	350	350	12	9	.....
Do	M E Sadler, A M	Change in political economy	12	100	.....	.....	0	0
Do	R E Thompson, D D	English literature	6	350	350	8	5	.....
Do	H J Mackinder, A M	Revolutions in commerce	6	.....	.....	.....	1	0
Haddonfield, N J	H S Pancoast	Typical English poets	6	170	150	5	3	.....
Do	F N Thorpe, PH D	Civil development of the United States	6	.....	.....	.....	5	.....
Do	J M Macfarlane, SC D	Botany	6	.....	.....	.....	.....	.....
Moorestown, N J	F N Thorpe, PH D	Epochs in American history	6	250	100	25	16	.....
Do	Willis Boughton, PH D	Poets of America	6	200	120	15	9	.....

Mount Holly, N. J	F. E. Schelling, A. M	Modern novelists	6	175		5	0	0
Do	E. P. Cheyney, A. M	Central Europe in the nineteenth century	6	150	30	3	3	
Do	F. N Thorpe, PH. D	Administration of government in the United States	6	175	50		1	
Sea Isle City, N J	F. N. Thorpe PH. D	Europe finds America	6				4	
Trenton, N. J	J. O. Murray, D.D., LL. D	Earlier plays of Shakespeare	6	250		1	0	0
Do	W B. Scott, PH D	Geology	6	300	30	3	1	
Do	R. E. Thompson, D. D	Political economy	6	300	120	4	0	0
Do	A W Goodspeed, PH. D	Light	6	100	30	2	1	
Vineland, N J	do	Electricity	6	250	150	4	0	0
Winchester, Va	H. W. Rolfe, PH. D	English literature in the nineteenth century	6	150			0	0
XVII. BROWN UNIVERSITY.								
Bristol, R. I	C Langdon, A. B	English literature	12	30	30		0	0
Do	G G Wilson, PH. D	Constitutional history	12	30	30		7	
East Greenwich, R. I	C Langdon, A. B	English literature	2	30	30	0	0	
Mount Pleasant, R I	E B. Andrews, D. D., LL. D	Constitutional history	12	90	90		1	
Newport, R I	C V. Chapin, M. D	Physiology	12	40	40	0	0	
Do	J M Manly, PH. D	English literature	12	35	35		3	
Do	G. G Wilson, PH D	Constitutional history	12	60	40		3	
Olneyville, R. I	C Langdon, A B	English literature	12	45	0	0	0	
Pawtucket, R I	J M Manly PH. D	do	12	25	25	0	2	
Do	W H Munro, A. M	Mediaeval history	12	25	25	2	4	
Do	do	Modern history	12	30	20	3	5	
Providence, R. I	E. B. Andrews, D. D., LL. D	Constitutional history	12	45	45		1	
Do	W. W. Bailey, B. P	Elementary botany	12	25	25	0	6	
Do	do	Advanced botany	12	12	12	0	2	
Do	H. C Bumpus, PH. D	Elementary zoölogy	12	24	24	0	10	
Do	do	Biology	12	14	15	0	8	
Do	J. M. Manly, PH. D	English literature	12	70	70	0	0	
Do	do	do	12	30	30	0	4	
Do	W. D. Mount, M. E	Practical physics	12	30	30	0	6	2
Do	do	Electricity	12	60	60	0	11	4
Do	W. Upton, A. M	Astronomy	12	60	60	0	14	1
Do	Miss M C Wheeler	Art and architecture	12	28	0	0	0	
Providence, R I (Irving Club)	H. B Gardner, PH. D	Political economy	12	25	12		6	1
Do	J. M. Manly, PH. D	English literature	12	30	30		5	
Providence, R. I (Rhode Island Normal School)	H. C. Bumpus, PH. D	Elementary zoölogy	6	65	65	0	0	
Valley Falls, R. I	C. Langdon, A B	English literature	12	25	25	0	0	
Warren, R. I	G. G. Wilson, PH. D	Constitutional history	8	25	25		4	
Wickford, R I	do	do	2	30	30		0	
Woonsocket, R. I	D. W. Hoyt	Elementary physics	12	40	30	0	4	
Do	C. Langdon, A B	English literature	12	40	40	1	0	
Do	W D. Mount, M. E	Elementary physics	12	30	0	0	0	0
Attleboro, Mass	J. M Manly, PH. D	English literature	12	40	40	2	2	
Boston, Mass	G G Wilson, PH. D	Constitutional history	12	55	55	0	10	
North Attleboro, Mass	L. F. Snow, A. M	English literature	12	30	30		2	
Uxbridge, Mass	C. Langdon, A. B	do	12	40	40	0	0	

TABLE 29.—*Statistics of university extension lectures for 1891-'92*—Continued.

Centre	Lecturer.	Subject of course.	Number of lectures in course.	Average number of lectures delivered.	Average number present at lecture.	Average number of papers written by each student.	Number present at examination.	Number of lectures repeated.
1	2	3	4	5	6	7	8	9
XVIII. UNIVERSITY OF WISCONSIN.								
Chicago, Ill	J. C. Freeman, LL. D	English literature	6	226				1
Do	do	do	6	100				
Do	J. B. Parkinson, A. M	Economics	6	150	75			
Appleton, Wis	C. R. Barnes, PH. D	Botany	6	115	10		1	
Ashland, Wis	J. C. Freeman, LL. D	English literature	6	175	150			
Baraboo, Wis	do	do	6	125	125			
Beaver Dam, Wis	do	do	6	275	225			2
Brodhead, Wis	F. J. Turner, PH. D	American history	6	175	100			
Burlington, Wis	R. D. Salisbury, A. M	Geology	6					
Clinton, Wis	J. C. Freeman, LL. D	English literature	6	125	100			
Delavin, Wis	do	do	6	120	120			
Eau Claire, Wis	E. A. Birge, PH. D	Bacteriology	6	400	100			
Fond du Lac, Wis	J. C. Freeman, LL. D	English literature	6	125	50			
Do	F. J. Turner, PH. D	American history	6	175	100		1	
Fox Lake, Wis	J. C. Freeman, LL. D	English literature	6	140	140			
Green Bay, Wis	R. D. Salisbury, A. M	Geology	6					
Janesville, Wis	J. C. Freeman, LL. D	English literature	6	200	100			
La Crosse, Wis	J. B. Parkinson, A. M	Economics	6	140	100			
Do	F. J. Turner, PH. D	American history	6	200	80		7	
Madison, Wis	do	do	6					
Do	E. A. Birge, PH. D	Bacteriology	6	300	45			
Milwaukee, Wis	J. B. Parkinson, A. M	Economics	6	175	80			
Do	do	do	6	150				
Do	E. A. Birge, PH. D	Bacteriology	6	38	38			
Do	do	do	6	150	40			
Do	J. C. Freeman, LL. D	English literature	6	120	120			2
Do	do	do	6	125	80			
Do	F. J. Turner, PH. D	American history	6	100	80			
Do	H. B. Loomis, PH. D	Electricity	6	150	110	6	1	6
Do	J. E. Olson, B. L	Scandinavian literature	6	250				
Monroe, Wis	F. J. Turner, PH. D	American history	6	175	100			
Oconomowoc, Wis	R. D. Salisbury, A. M	Geology	6					
Do	do	do	6					
Oshkosh, Wis	E. A. Birge, PH. D	Bacteriology	6	300	100		1	

Do	F. J. Turner, PH. D	American history	6	200	200			
Pewaukee, Wis	R. D. Salisbury, A. M	Geology	6					
Platteville, Wis	J. C. Freeman, LL. D	English literature	6	100	100			
Do	R. D. Salisbury, A. M	Geology	6					
Portage, Wis	J. C. Freeman, LL. D	English literature	6	100	100			
Poynette, Wis	F. J. Turner, PH. D	American history	6	200	50		3	
Reedsburg, Wis	J. C. Freeman, LL. D	English literature	6	75	75			
Sheboygan, Wis	do	do	6	150	120			
Spring Green, Wis	do	do	6	75	75			
Stoughton, Wis	J. B. Olson, B. L	Scandinavian literature	6	200				
Tomah, Wis	C. R. Barnes, PH. D	Botany	6	70	16			
Washburn, Wis	J. C. Freeman, LL. D	English literature	6	100	75			
Watertown, Wis	H. B. Loomis, PH. D	Electricity	6	150	120	1	0	0
Waukesha, Wis	J. C. Freeman, LL. D	English literature	6	140	140			
Wauwatosa, Wis	R. D. Salisbury, A. M	Geology	6					
Whitewater, Wis	E. A. Birge, PH. D	Bacteriology	6	180	40			
XIX. UNIVERSITY OF WYOMING.								
Laramie, Wyo	W. L. Smith, A. M	English literature	42	20	12			
Cheyenne, Wyo	do	do	64	125	50			
Carbon, Wyo	J. D. Conley, PH. D	Geology	20	15	12			
Rock Springs, Wyo	A. A. Johnson, D. D		75					
Minneapolis, Minn	W. W. Payne, A. M	Astronomy	4	150	0	0		
Do	H. P. Judson, A. M	Sixty years of American politics (1801–1861)	10	400	200	0		
Warrensburg, Mo	Ch. Lee Smith	American history	6	120	40			

BUSINESS COLLEGES.

TABLE 30.—*Summary of statistics of commercial and business colleges for 1891-'92.*

Division and State	Instructors				Students															
	Number of institutions	Male.	Female	Total	Graduates in 1891-'92.	Male.	Female	Total	Day school	Evening school	Commercial course		Amanuensis course.		English course		Telegraphy.		Number of students in business courses of city normal and secondary and colleges.
											Male	Female	Male.	Female	Male	Female	Male.	Female.	
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
United States	234	1,063	435	1,498	9,474	55,798	21,958	77,856	65,412	12,444	26,875	7,816	3,130	6,505	6,454	3,129	579	152	27,254
North Atlantic Division	75	356	137	493	3,130	17,207	7,289	24,496	19,038	5,458	8,652	2,172	1,846	1,881	1,893	539	138	31	8,423
Maine	3	13	5	18	70	498	215	713	713	0	187	69	23	0	0	0	0	0	343
New Hampshire	2	6	2	8	66	115	34	149	149	0	31	13	6	7	17	5	0	0	198
Vermont	4	10	8	18	47	246	81	327	327	57	102	47	11	9	18	4	6	0	218
Massachusetts	11	46	27	73	382	1,847	1,064	2,911	2,291	620	1,422	383	578	244	132	56	0	0	1,209
Rhode Island	3	12	3	15	124	434	193	627	571	56	46	26	9	22	15	6	0	0	30
Connecticut	6	8	5	13	98	591	400	991	801	190	401	111	51	94	10	29	0	0	197
New York	22	123	54	177	909	6,308	2,406	8,714	6,973	1,741	2,435	509	565	846	550	179	82	16	2,465
New Jersey	5	35	11	46	218	1,383	533	1,916	1,290	648	795	167	78	236	415	152	5	3	1,231
Pennsylvania	19	105	22	127	1,156	5,785	2,371	8,156	6,010	2,146	3,071	846	535	422	233	108	45	12	2,527
South Atlantic Division	12	42	22	64	382	2,209	562	2,771	2,274	497	1,065	735	251	354	814	246	70	3	1,842
Delaware	1	6	4	10	24	221	81	302	182	120									4
Maryland	1	7	1	8	50	425	80	505	350	155	150	500	200	48	100	80	25	0	378
District of Columbia	1	2	8	10	50	190	170	360	360	0	190	170	190	170	190	170	0	0	100
Virginia	2	4	3	7	11	158	57	215	174	41	81	5	22	22	0	0	3	0	33
West Virginia	1	4	1	5	92	344	104	448	308	140	178	38	46	64	198	20	0	0	8
North Carolina	2	7	5	12	42	392	30	422	422	0	88	4	38	5	128	3	35	1	606
South Carolina																			55
Georgia	5	11	0	11	110	444	37	481	455	26	370	6	35	25	180	3	2	2	300
Florida	1	1	0	1	3	35	3	38	23	15	9	2	0	0	9	0	0	0	96
South Central Division	31	88	17	105	682	3,606	798	4,399	4,077	322	1,983	228	492	347	387	166	49	6	3,617

Kentucky	2	13	2	15	209	703	325	927	957	0	516	40	0	0	0	0	0	0	0	0	0	0	0	750
Tennessee	8	23	5	33	251	1,082	316	1,398	1,281	117	609	100	111	114	21	0	0	0	0	0	0	0	0	694
Alabama																								140
Mississippi	3	21	2	23	64	510	21	531	531	0	945	10	47	8	240	125	10	0	0	0	0	0	0	548
Louisiana	2	8	2	10	17	948	46	994	822	72	104	6	13	81	102	7	0	0	0	0	0	0	0	611
Texas	5	20	5	25	137	786	185	971	838	133	509	72	321	94	34	15	22	6	0	0	0	0	0	625
Arkansas	1	3	1	4	4	175	0	179	123	0	0	0	0	0	0	0	0	0	0	0	0	0	0	249
North Central Division		112		518	224	742	3,868	29,590	11,925	41,515	35,669	5,896	12,954	4,025	2,472	3,611	3,691	2,024	369	76	11,579			
Ohio		18		84	54	138	1,560	5,774	2,059	7,800	6,692	1,108	1,024	509	416	845	350	301	18	4	2,423			
Indiana		10		56	27	83	333	4,689	1,806	6,495	6,130	365	2,484	629	545	542	900	452	295	3	394			
Illinois		15		73	35	99	483	5,600	2,019	7,619	6,450	1,169	2,616	1,195	223	612	916	665	385	9	1,871			
Michigan		9		21	12	33	140	1,450	900	2,350	2,119	240	619	176	159	181	172	39	8	0	1,558			
Wisconsin		3		27	15	42	161	1,315	510	1,825	1,546	279	609	119	97	158	134	53	7	0	685			
Minnesota		5		14	6	20	138	910	597	1,507	1,079	125	609	93	50	150	18	7	0	0	649			
Iowa		19		81	33	114	619	3,787	1,662	5,479	4,632	847	2,064	560	337	597	406	306	228	4	1,799			
Missouri		15		116	33	149	341	4,155	1,940	6,095	4,719	1,388	1,997	453	404	468	734	275	123	42	1,473			
North Dakota	*	1		4	3	7															30			
South Dakota		1		1	1	2								5	15	30	0	0	0	0	172			
Nebraska		4		23	6	29	58	904	373	1,277	1,147	130	496	155	150	166	40	20	25	2	552			
Kansas		7		19	6	25	60	998	873	1,230	1,107	192	451	82	86	102	82	17	6	0	506			
Western Division		14		67	35	96	1,411	3,256	1,359	4,645	4,334	311	2,221	666	194	412	179	163	53	36	1,784			
Colorado		1		3	1	3	0	100	60	160	100	60	12	6	4	12	4	3	0	0	103			
Utah																					115			
Nevada																					196			
Washington		4		4	2	6	383	507	770	277	397	40	143	9	52	42	42	11	0	0	277			
Oregon		2		8	3	11	177	448	161	609	540	60	282	7	0	5	3	2	0	0	360			
California		9		48	29	72	1,202	2,401	1,068	3,469	3,297	143	2,084	644	139	353	130	147	53	36	744			

TABLE 31.—*Statistics of commercial*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	ARKANSAS.					
1	Little Rock	Little Rock Commercial College.	M. A. Stone	1874	3	1
	CALIFORNIA.					
2	Fresno	Fresno Business College	F. E. Cook	1891	4	0
3	Los Angeles	Woodbury Business College	G. A. Hough, president.	1884	7	3
4	Oakland	Willis's Oakland Business College	O. J. Willis	1877	2	1
5	Sacramento	Atkinson's Business College and English Training School	Edmund C. Atkinson	1873	3	5
6	San Francisco	Commercial High School	Walter N. Bush	1884	6	2
7	....do	Heald's Business College	E. P. Heald	1863	14	6
8	San Jose	Garden City Business College	H. B. Worcester	1871	3	3
9	Santa Rosa	Santa Rosa Business College	S. J. Sweet, principal	1891	2	2
10	Stockton	Stockton Business College and Normal Institute.	W. C. Ramsey	1875	10	4
	COLORADO.					
11	Pueblo	Pueblo Business College	H. C. Warden, principal.	1887	2	1
	CONNECTICUT.					
12	Bridgeport	Bridgeport Business College.	G. H. Turner, principal.	1882	3	0
13	....do	Martin's Shorthand School	W. J. Martin	1887	.....	.....
14	Hartford	Hannum's Business College	T. W. Hannum and F. A. Steadman, principals.	1877	2	2
15	....do	Huntsinger's Business College and Shorthand.	E. M. Huntsinger	1888	2	2
16	....do	Robertson's Shorthand School.	Miss E. M. Olmstead	1887	0	1
17	New Haven	Gaffey's Shorthand School	John F. Gaffey	1884	1	0
	DELAWARE.					
18	Wilmington, Del.	Goldey's Wilmington Commercial College and School of Shorthand and Typewriting.	H. S. Goldey *	1886	6	4
	DISTRICT OF COLUMBIA.					
19	Washington	Washington Business High School	Charles A. Davis	1890	2	8
	FLORIDA.					
20	Tampa	Tampa Business College	B. B. Euston, principal.	1891	1	0
	GEORGIA.					
21	Augusta	Osborne's Business College	S S. Osborne	1882	3	0
22	....do	St. Patrick's College	Brother Dositheus	1875	5	0
23	Atlanta	Moore's Business College	Benj. F. Moore	1866	3	0
	ILLINOIS.					
24	Champaign	Champaign Business College.	C. T. Hawker	1883	3	0
25	Chicago	Metropolitan Business College.	O. M. Powers	1873	14	3
26	Chicago (113 Adams st.).	Kemball's Shorthand Typewriting Training School.	D. Kimball	1884	1	0
27	Chicago (276, 278, 280 Madison st.).	West Side Business College.	Frederick F. Judd	1872	5	2

* Statistics for 1889–'90.

a Number of months for graduation depends on previous preparation of student, and application while in school.

and business colleges, for 1891–'92.

Students.				Average daily attendance.		Number in commercial course.		Number in amanuensis course.		Number in English course.		Number in telegraphy.		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1891–92.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
178										0	0	0	0	$60	$60	6	24	4	1
75	25	18	6	40	7	55	10	[illegible]	20	0	0	0	0	75	50	9	4	6	2
251	175			226		190	110	28	98			5	9	86		6–8		76	3
75	50	20	15			60	40	10	10	4	1	8		100	60			38	4
354	105	29	4			283	36	21	37	64	27	15	9	75	50	(a)	(a)	b 61	5
216	242	0	0	456		246	342	0	0	0	0	0	0			24	[illegible]	206	6
556	173	0	0	350	0	358	55	51	94	0	0	11	15	120		6		600	7
147	63	0	0	60	0	142	31	23	49	12	14	0	0	60		6–8		59	8
100	30	0	0	40	0	100	20	10	5	0	0	14	3	75	0	8	0	23	9
400	200	30	20	300	20	300	100	20	20	50	100	0	0	75	50	12		75	10
60	40	40	20	15	8	12	6	4	12	4	3	0	0	75	40	6	9		11
115	25	60	10	70	20	100	25	25	20	0	0	0	0	100	50	6	12	70	12
20	30	20	15	35										18	5				13
106	53	43	18	75	20	100	35	7	39	10	29	0	0	75	c18	6–9	10–15	0	14
168	84					201		51						108		8			15
5	35	14	10	10	12	0	0	19	35	0	0	0	0	60	60	6	12–15	28	16
40	120			40	40									60	60	6	12		17
114	68	107	13											80–117	30 34	6–17		24	18
190	170	0	0	310	0	190	170	190	170	190	170	0	0	0	0	18	0	80	19
20	3	15	0	10	10	8	2	0	0	9	0	0	0	36	54	12	18	3	20
95	25	20	6	40	16	35	6	35	25	10	3	2	2	50	50	6	7	50	21
179	0	0	0	153	0	179	0	0	0	179	0	0	0			70		5	22
150	6	0	0	30	0	156	0	0	0	0	0	0	0	50		4		55	23
80	30	20	5	18	5	60	27	5	1	15	12			50	30	6		75	24
1,000	800	187	63	460	75	840	425	0	0	297	425	0	0	100	24	12	7		25
7	65	7	6	12	6	0	0	14	71	0	0	0	0	48	36	3–4	6		26
158	105	139	32	120	75														27

b For 1891.

c For 6 months.

TABLE 31.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3.	4	5	6
	ILLINOIS—cont'd.					
28	Decatur	Brown's Decatur Business College.*	G. W. Brown	1889	4	1
29	Dixon	Dixon Business College	J. B. Dille	1881	6	3
30	Freeport	Freeport College of Commerce.	J. J. Nach, M.E., principal.	1888	5	4
31	Galesburg	Brown's Galesburg Business College.	G. W. Brown, president; W. F. Caldwell, principal.	1890	2	1
32	Joliet	Joliet Business College and English Training School.	Homer Russell	1866	3	2
33	Onarga	Grand Prairie Seminary and Commercial College.	N. L. Richmond	1864	1	1
34	Peoria	Peoria Business College	G. W. Brown, president.	1862	4	2
35	Quincy	Gem City Business College	D. L. Musselman	1870	9	3
36	Rockford	Rockford Business College	G. A. Winans, A. M., W. H. Johnson, LL. B., principals.	.....	7	2
37	Springfield	Springfield Business College.	Bogardus and Chicken.	1864	5	2
38	Sterling	Sterling Business and Phonographic College.	F. M. Wallace	1878	3	3
	INDIANA.					
39	Danville	Central Normal College	J. A. Joseph	1876	14	4
40	Evansville	Evansville Commercial College.	S. N. Curnick, principal.	1850	2	2
41	Fort Wayne	Fort Wayne Business College.	W. E. McDermut	1885	3	2
42	Indianapolis	Indianapolis Business University.	E. J. Heeb, manager.	1850	6	3
43	Lafayette	Star City Private College	Francis Kennedy	1891	.....	1
44	....do	Union Business College	C. M. Robinson	1882	3	4
45	Logansport	Hall's Business College	E. A. Hall *a*	1867	3	2
46	Richmond	Richmond Business College and Institute of Penmanship and Shorthand.	O. E. Fulghum	1860	6	3
47	Terre Haute	Terre Haute Commercial College.	W. C. Isbell	1862	4	2
48	Valparaiso	Northern Indiana Commercial College.	H. B. Brown	1873	15	4
	IOWA.					
49	Burlington	Elliott's Business College	G. W. Elliott, principal.	1879	11	4
50	Cedar Rapids	Cedar Rapids Business College.	A. N. Palmer	1880	7	2
51	Clinton	Clinton Business College	M. S. Jordan, president.	1885	4	2
52	Council Bluffs	Western Iowa College	W. S. Paulson, principal.	1884	3	1
53	Davenport	Iowa Commercial College	B. C. Wood, president.	1884	6	1
54	Decorah	Valder Business College	C. H. Valder	1882	5	5
55	Des Moines	Capital City Commercial College.	J. M. Mehan	1884	6	3
56	....do	Iowa Business College	A. C. Jennings, president.	1865	7	.....
57	....do	People's Commercial College.	B. W. Bowen	1890	1	2
58	Dubuque	Bayless Business College	C. Bayless, A. M., president.	1858	4	1
59	Garner	Northern Iowa Business Institute.	L. W. Pollock	1888	3	1

*Statistics of 1889–'90.

a 1890–'91.

business colleges, for 1891 '92—Continued.

Students.														Annual charge for tuition		Number of months necessary for graduation			
Day course.		Evening course.		Average daily attendance.		Number in commercial course.		Number in amanuensis course.		Number in English course		Number in telegraphy						Number of graduates in 1891-'92	
Male	Female	Male	Female	Day course.	Evening course.	Male	Female	Male	Female.	Male.	Female	Male	Female.	Day course.	Evening course.	Day course	Evening course	Number	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
90	62	40	19	...	...	...	...	...	...	...	...	...	...	75	24	6-9	12	6	26
269	97	...	...	...	...	190	450	41	32	0	0	38	9	30	...	...	...	53	29
57	40	10	2	...	...	52	10	2	23	13	9	...	...	60	...	6	...	11	30
80	52	...	...	90	...	50	30	14	25	...	...	...	...	75	...	6 12	...	19	31
650	100	150	50	450	40	...	...	...	...	400	100	...	...	60	40	20	30	70	32
35	35	...	...	...	...	35	35	7	10	...	...	...	...	35	...	7	...	26	33
350	200	30	20	300	35	30	50	50	150	0	0	0	0	75	30	9	...	45	34
600	100	29	...	300	20	575	25	29	100	0	0	0	0	60	...	8	...	146	35
324	180	75	40	180	60	210	90	30	75	85	96	0	0	65	25	6	...	32	36
155	75	82	24	...	...	114	19	16	49	108	33	0	0	60	25	6-10	4-6	30	37
75	69	30	19	118	43	90	20	25	70	...	...	0	0	60	30	10	6	(*b*)	38
1,000	500	...	...	...	...	75	25	...	...	950	440	15	5	32	...	12	...	100	39
110	50	15	5	...	...	100	20	10	30	0	0	0	0	50	30	6	...	0	40
100	40	80	10	60	40	160	20	15	30	5	0	0	0	40	25	6	12	40	41
200	150	100	50	125	75	200	50	75	150	15	9	1	0	*c*60	*c*30	6	18	79	42
15	4	10	...	19	10	15	4	...	...	10	3	0	0	20	20	10-12	12-14	5	43
96	50	40	20	85	48	60	40	15	40	0	0	0	0	40	18	9	...	38	44
132	65	25	10	10	54	23	...	...	...	...	...	...	...	45	20	6	12	27	45
185	65	...	...	150	...	...	...	...	...	...	...	...	...	40-50	20-40	4-6	8-12	...	46
200	82	...	...	175	...	180	40	10	42	...	...	10	...	...	...	...	...	44	47
2,232	745	...	...	1,947	...	1,602	430	460	250	...	...	180	65	40	...	9	...	...	48
721	125	160	45	...	...	660	45	41	80	15	5	0	0	80	...	12	...	...	49
260	103	82	4	...	...	188	30	22	46	...	...	0	0	75-85	*d*3-4	6-9	...	...	50
137	109	39	18	145	40	91	58	65	96	33	24	0	0	45	...	6	...	14	51
43	83	21	7	...	...	68	23	14	35	43	60	0	0	...	*e*1	*e*½	...	...	52
200	150	60	20	...	...	...	...	...	...	...	...	...	...	40	18	*e*6	12	100	53
300	125	...	...	...	...	181	24	30	18	90	73	0	0	40-70	...	.5	...	101	54
260	133	16	1	200	...	175	130	56	93	17	19	0	0	45-65	*c*20	6	...	68	55
281	91	21	5	...	...	153	52	31	60	40	5	28	4	75	25	6-9	12	85	56
26	20	30	18	40	38	40	20	0	5	20	14	0	0	40	30	8	12	25	57
137	42	47	4	97	25	114	46	10	28	50	12	0	0	75	25	6	12	44	58
25	15	...	...	...	...	20	8	5	7	...	...	...	...	75	...	5-10	...	9	59

b No data. *c* Six months. *d* Per month. *e* Per week.

TABLE 31.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	IOWA—cont'd.					
60	Iowa City	Iowa City Commercial College, Academy, and School of Shorthand.	W. A. Willis and J. H. Williams.	1865	6	6
61	Keokuk	Gate City Business College	Chandler H. Peirce	1857	2	1
62	Marshalltown	Marshall Business College	Anderson & Starr	1891	2	
63	Muscatine	Muscatine Commercial College.	J. B. Harris, principal.	1887	2	1
64	Oskaloosa	Oskaloosa Business College	W. J. Ives	1866	1	1
65	Ottumwa	Ottumwa Commercial College.	J. W. Bryan	1891	3	1
66	Sioux City	Northwestern Business College.	E. M. Chartier	1883	4	
67	Waterloo	Waterloo Collegiate Institution and Commercial College.*	W. H. Brown	1890	4	1
	KANSAS.					
68	Arkansas City	Gate City Business College	C. E. Lane	1889	2	1
69	Atchison	Atchison Business College	C. S. Smith	1885	3	1
70	Harper	Harper Normal School and Business College.	J. W. Runcie	1886		
71	Lawrence	Lawrence Business College	Coonrod & Smith	1869	4	1
72	Leavenworth	Central Business College	N. B. Leach, principal.	1887	2	1
73	Topeka	Pond's Business College	M. A. Pond	1867	1	
74	Wichita	Southwestern Business College.	E. H. Fritch	1885	6	4
	KENTUCKY.					
75	Louisville	Weaver's Business College	Ben. C. Weaver, president.	1878	5	1
76	....do	Louisville Bryant & Stratton Business College.	James Ferrier, president.	1864	8	1
	LOUISIANA.					
77	New Orleans	Soulé Commercial College and Literary Institute.	Geo. Soulé	1856	8	2
	MAINE.					
78	Augusta	Dirigo Business College	R. B. Capen	1863	7	1
79	Portland	Portland Business College*	Levi A. Gray, A. M., principal.	1863	4	2
80	Rockland	Rockland Commercial College.*	H. A. Howard	1880	2	2
	MARYLAND.					
81	Baltimore	Eaton and Burnett Business College.	A. H. Eaton and E. Burnett.	1878	7	1
	MASSACHUSETTS.					
82	Boston	Allen Institute	G. G. Allen	1880	1	2
83	Boston (608 Washington st.)	Bryant & Stratton Commercial School.	H. T. Hebbard, principal.	1860	18	4
84	Boston (666 Washington st.).	Comer's Commercial College.	Charles E. Comer	1840	9	6
85	Boston	French's Business College	Charles French	1848	3	1
86	.....do	Hickox's Shorthand School	W. E. Hickox	1879	1	1
87	.....do	Reckers & Bradford Commercial School.	E. E. Bradford, principal.	1876	1	2
88	Holyoke	Child's Business College	C. H. Childs	1883	1	2
89	Lawrence	Cannon's Commercial College.	G. C. Cannon	1880	3	2

* 1890–'91.

business colleges, for 1891–'92—Continued.

Students.				Average daily attendance.		Number in commercial course.		Number in arithmetic course.		Number in English course.		Number in telegraphy		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1891–'92.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
232	125																		60
75	29	32	16	84	54	85	23	22	20					50	30	6	12	39	61
40	32	12	10	40	10	35	18	10	37	10	12	0	0	75	30	7	14	22	62
45	15	0	0	30	0	43	12	2	2	0	0	0	0	*a*50	..	6 10	0	19	63
29	8	0	0	23	0	29	9	0	9	0	0	0	0	50	0	6	0	15	64
160	110	70	65	..	...	124	55	15	50	90	71	0	0	70	30	8	12	69	65
...	...	...	...	40	45	25	5	3	12	...	...	...	...	50	50	8	30	...	66
180	128	...	...	150	..	...	...	...	...	...	...	...	...	40	0	25	...	14	67
29	14	9	8	...	...	...	...	...	...	...	...	...	...	40	40	4	6	...	68
72	45	43	6	65	30	65	14	6	32	43	3	0	0	50	20	6 10	...	9	69
...	...	...	...	...	...	...	...	...	...	...	...	...	...	37	...	...	...	...	70
101	48	...	..	75	..	...	...	...	...	19	14	0	0	50	...	9	...	..	71
50	35	30	..	40	20	50	25	15	25	0	0	0	0	40–50	*b*20	10	..	....	76
70	23	52	13	26	21	61	8	...	...	...	...	...	...	100	40	6	12	10	73
340	180	30	6	223	26	305	35	35	105	0	0	0	0	67	25	9	36	41	74
247	72	...	..	60	40	151	22	0	0	0	0	0	0	*c*50	*c*40	3–5	3–5	41	75
455	153	...	..	175	..	365	12	..	...	..	..	17	0	.....	125	..	...	168	76
276	46	72	0	.....	...	104	6	13	31	102	7	0	0	45 and 50	30 and 38	6–18	12–24	17	77
189	75	...	...	.....	...	187	69	6	23	0	0	0	0	*a*5	...	5	...	28	78
207	66	0	0	66	..	...	...	...	...	...	...	...	...	60	0	6	.....	42	79
102	74	0	0	50	..	...	...	...	...	...	...	...	...	30	.. ..	3–9	..	...	80
300	50	125	30	130	100	150	50	200	48	100	50	25	0	110	25–50	6–9	18	50	81
8	46	9	11	...	...	...	...	...	...	...	...	...	...	50–60	50–60	3	5	....	82
600	300	...	...	550	...	588	75	12	225	...	...	...	...	160	.....	15	.....	31	83
250	150	150	25	275	135	425	100	200	75	125	50	0	0	150	30	6	24	100	84
68	28	0	0	30	0	68	42	50	30	0	0	0	0	120–200	.....	6–12	...	20	85
...	...	...	...	...	...	...	...	...	...	...	...	...	...	*d* 15–20	*d* 6	*b*	...	...	86
26	7	15	6	20	15	41	7	4	7	7	1	0	0	120	25	6–12	6–12	2	87
25	19	46	25	30	20	68	29	4	17	6	4	0	0	80	40	10	16	10	88
30	40	100	40	40	50	100	30	5	25	0	0	0	0	160	40	4	6	0	89

a Scholarship. *b* Six months. *c* Three months. *d* Per month.

TABLE 31.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
90	Lowell	Lowell Commercial College*	Albert C. Blaisdell, principal.	1859	3	5
91	Springfield	Childs Business College	E. E. Childs	1884	5	2
92	Waltham	Commercial Department, Waltham High School. *	Wm. M. Newton, principal.	1883	1	2
93	Worcester	Crulman's Shorthand School*	G. C. Crulman	1887	1	0
	MICHIGAN.					
94	Bay City	Devlin's Business College	C. H. Devlin	1880	2	1
95	Battle Creek	Krug's Business College	J. B. Krug	1882	2	0
96	Big Rapids	Industrial School of Business. *	W. N. Ferris	1884	3	5
97	Detroit	Caton's Detroit College of Commerce.	M. J. Caton, presiden.	.....	5	1
98	Grand Rapids	Grand Rapids Business College.	A. S. Parish	1866	4	0
99	.....do	Welton's Commercial College. *	J. W. Welton	1888	1	2
100	Jackson	Devlin's Business College and Shorthand Institute.	G. M. Devlin	1867	3	1
101	Kalamazoo	Parson's Business College.	William F. Parsons.	1869	3	1
102	Marquette	Upper Peninsula Business College.	E. C. Glenn	1887	2	2
	MINNESOTA.					
103	Duluth	Parson's Business College and Shorthand Institute.	Abdiel C. Parsons, A. M., LL. B.	1886	4	1
104	Minneapolis	Minnesota School of Business	Bickard & Gruman, proprietors.	1877	4	0
105	St. Paul	Curtiss Commercial College	Curtiss & Chapman	.....	2	2
106	....do	St. Paul Business College	W. K. Mulliken	1865	2	2
107	Winona	Winona Commercial College.	R. A. Lambert	1878	2	1
	MISSISSIPPI.					
108	Bay St. Louis	St. Stanislaus Commercial College.	Bro. Stanislaus	1855	10	0
109	Jackson	Capital Commercial College	Sharp & Deupree	1884	3	2
110	Vicksburg	St. Aloysius Commercial College.	Bro. Charles	1879	8	0
	MISSOURI.					
111	Caledonia	Business Department of Bellevue Collegiate Institute.	Nelson B. Henry	1892	2	5
112	Carthage	Carthage Business College	Worsdell & Gilliland	.....	4	.....
113	Chillicothe	Chillicothe Normal School and Business Institute.	Allen Moore, A. M., PH. D.	1890	21	5
114	Humphries	Humphries College and Business Institute.*	G. A. Smith	1884	6	3
115	Kansas City	National Business College	G. M. Randall	1884	3	1
116	Kirksville	Kirksville Mercantile College Company.	W. J. Smith, president.	1880	4	2
117	Perry	Perry Institute and Business College.*	French Strother	1885	6	3
118	St. Joseph	Ritner's Commercial College.*	P. Ritner, president.	1879	7	.....
119	....do	St. Joseph Commercial College.	Bro. Marcellian	1867	12	0

* 1890-'91.

business colleges, for 1891–'92—Continued.

Students: Day course: Male	Students: Day course: Female	Students: Evening course: Male	Students: Evening course: Female	Average daily attendance: Day course.	Average daily attendance: Evening course.	Number in commercial course: Male.	Number in commercial course: Female.	Number in amanuensis course: Male.	Number in amanuensis course: Female.	Number in English course: Male.	Number in English course: Female.	Number in telegraphy: Male.	Number in telegraphy: Female	Annual charge for tuition: Day course.	Annual charge for tuition: Evening course	Number of months necessary for graduation: Day course.	Number of months necessary for graduation: Evening course.	Number of graduates in 1891–'92.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
200	160	...		80	80	....	....	....	....	....	....	....	....	....	....	8	10	50	99
200	100	26	24	160		200	....	10	90	....	....	....	....	100	20	8	16	20	91
40	30	51	77	63	4	....	....	....	....	....	....	....	....	0	0	20	12	12	92
5	13	13	4	4	2	....	....	....	....	....	....	....	....	60	60	6	12	18	93
79	42	35	42	....	....	70	36	....	....	....	....	0	0	58	58	....	....	....	94
88	25	0	0	60	0	88	25	....	....	0	0	0	0	45	....	12	....	2	95
300	300	20	19	19	198	....	....	....	....	....	....	....	....	45	40	6	9	50	96
323	149	....	....	....	....	146	39	45	90	122	20	....	....	....	....	....	....	23	97
178	72	0	0	60	20	134	23	22	44	22	5	0	0	*a*45	*a*15	8–12	....	....	98
20	11	15	14	14	10	....	....	....	....	....	....	....	....	35–50	20–25	6	10	16	99
100	100	30	20	125	40	....	....	....	....	....	....	....	....	....	....	....	....	....	100
170	56	30	15	150	30	150	35	50	34	0	0	0	0	50	+9	9	....	30	101
62	44	....	....	....	....	31	18	12	13	25	14	3	0	75	45	3–10	6–12	25	102
34	16	23	10	25	13	45	20	10	11	18	7	0	0	100	60	6	12	29	103
300	75	40	10	90	30	250	25	0	50	0	0	0	0	90	40	3	24	.	104
106	53	10	5	75	.	100	10	6	43	....	....	....	....	50	20	6	12	..	105
200	100	0	0	....	....	175	25	30	70	0	0	0	0	40	....	2	....	50	106
177	18	30	10	90	20	96	12	4	16	....	..	.	....	65	20	3	18	34	107
140	0	0	0	125	0	80	0	0	0	125	0	0	0	....	....	....	....	5	108
130	21	0	0	37	0	125	10	7	8	....	....	10	[redacted]	15	.....	3–4½	.....	55	109
240	0	0	0	215	0	40	5	40	0	240	0	0	0	50	....	20	.....	4	110
7	1	0	0	6	.	4		3	1	7	1	0	0	30	....	6	.....	0	111
125																			112
900	700	0	0	500	0	127	28	36	24	228	154	16	3	46				40	113
50	57	....				....	....	....	....	....	....	....	....	25				7	114
100	125	50	25	130	43	60	40	25	[redacted]	....	....	15	3	50	30	6	12	25	115
193	77	0	0	.....	....	84	22	7	5	90	49	12	1	35	. .	6–8	[redacted]	20	116
40	20	0	0	30	....	....	....	....	....	....	....	....	....	40	.... ..	....	....	5	117
227	80	42	10	.....	....	....	....	....	....	....	....	....	....	45	25	4–6	12	.....	118
190	0	0	0	175	0	61	0	....	0	125	0	16	0	30–50	....	10	0	15	119

a Six months.

TABLE 31.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	MISSOURI—cont'd.					
120	St. Joseph	St. Joseph Business University.	A. N. Palmer	1891	6	1
121	St. Louis	Jones's Commercial College	G. Bohmer	1841	6	1
122	....do	Mound City Commercial College.	Jos. P. Foeller, secretary.	1859	3	1
123	....do	Perkins & Herpel's Mercantile College.	H. C. Perkins and P. J. Herpel.	1882	6	1
124	Sedalia	Central Business College	C. W. Robbins, principal.	1883	11	2
125	Stanbury	Northwestern Missouri Normal, Business, and Shorthand College.	Jno. E. Tesler, president.	1881	19	12
	NEBRASKA.					
126	Hastings	Queen City Business College.	O. P. Wilson	1892	3	
127	Lincoln	Lincoln Business College	D. R. Lillibridge	1884	8	1
128	Omaha	Rathburn's Business College.	G. R. Rathburn	1873	7	0
129	York	York College	J. George	1890	5	5
	NEW HAMPSHIRE.					
130	New Hampton	New Hampton Commercial College.	Atwood B. Meservey	1878	3	0
131	Portsmouth	Smith's Academy and Commercial College.	Lewis E. Smith	1873	3	2
	NEW JERSEY.					
132	Jersey City	Drake's Business College	William E. Drake	1884	5	2
133	Newark	Coleman National Business College.	H. Coleman	1862	10	3
134	Newark (764 and 766 Broad st.)	New Jersey Business College.	C. T. Miller	1874	7	2
135	Trenton	Trenton Business College	Andrew J. Rider	1865	6	2
136	.....do	Stewart Business College	Thomas J. Stewart	1883	7	2
	NEW YORK.					
137	Albany	Albany Business College	John R. Carnell	1857	10	5
138	Binghamton	Lowell Business College	J. E. Bloomer	1859	4	2
139	Brooklyn (45–49 Ashland place).	Kissick's Business College*	William A. Kissick, A. M.	1866	10	4
140	Brooklyn	Long Island Business College	Henry C. Wright	1873	7	2
141	Brooklyn	St. James Commercial College.	Rev. Bro. Castoris, director.	1851	12	0
142	....do	Wright's Business College*	Henry C Wright	1873	6	3
143	Buffalo	Buffalo Business University.	Cu. Johnson	1886	3	2
144	....do	Caton's National Business College.*	M. J. Caton, president.	1867	8	8
145	Elmira	School of Commerce	Nelson A. Miller	1880	5	3
146	Geneva	Geneva Business College and Shorthand School.	Ansul E. Mackey	1880	2	1
147	Ithaca	Wykoff's Phonographic Institute.	Mrs. Mary A. Adsitt.	1867	0	2
148	Jamestown	Jamestown Business College.	F. W. Crossfield, president.	1886	4	6
149	Lima	Lima Business College	Geo. Swayze	1877	1	1
150	New York	Packard's Business College	S. S. Packard, president.	1858	10	4
151	New York (62 Bowery).	Paine's Business College	Rutherford and Howell.	1849	3	3
152	New York (107 W. 34th street).	Paine Uptown Business College.	H. W. Remington	1872	3	3

*1890–'91.

business colleges, for 1891–'92—Continued.

Students.				Average daily attendance.		Number in commercial course.		Number in amanuensis course		Number in English course.		Number in telegraphy		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1891–'92.	
Day course		Evening course																	
Male.	Female	Male.	Female.	Day course	Evening course	Male.	Female.	Male	Female.	Male.	Female.	Male	Female	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
102	90	80	31	82	40	92	45	25	53	35	20	20	3	75	.....	9	.....	14	120
278	53	57	23	167	67	307	78	23	57	106	39	24	37	100	60	6	12	96	121
68	10	52	3	48	51	122	5	..	..	78	7	0	0	100	30	6	12	46	122
164	55	201	18	100	175	290	70	10	58	65	5	0	0	100	50	6	12	21	123
725	265	725	265	..	..	520	145	205	140	0	0	0	0	75	30	.....		17	124
(a)	..	..	..	....	..	300	20	70	30	0	0	10	0	b1	.....	6	.....	33	125
20	10	14	18	34	25	30	30	0	8	0	0	0	0	c20	c10	9	9	.	126
389	91	83	17	.	..	325	20	105	103	0	0	25	22	60	d20	6	15	..	127
300	135	0	0	250	0	110	90	45	55	40	20	0	0	50	.....	12	.....	38	128
98	96	..	..	....	..	41	15	..	..	0	0	0	0	e12	.....	8	..	..	129
75	16	..	..	24	7	....	..	..	..	5	0	0	0	f30	.....	6	.....	50	130
40	18	0	0	25	0	31	13	6	7	17	6	0	0	.....	.....	.....	.....	16	131
80	62	123	11	....	..	117	13	20	59	67	1	0	0	90	25	10–20	14–21	.	132
247	56	48	12	..	..	..	..	..	..	..	..	0	0	85	25	4–6	6–7	160	133
130	75	75	25	156	75	219	63	5	28	206	100	0	0	75	25	12	16	35	134
203	119	150	32	..	..	265	73	30	64	53	11	5	3	75	25	10–20	6–12	..	135
207	82	120	52	225	98	194	18	23	85	100	40	0	0	75	30	10	15	23	136
679	150	38	12	425	50	420	75	54	120	0	0	0	0	100	50	6	12	..	137
158	57	56	14	..	..	111	8	121	34	60	25	31	0	25	15	5	12	86	138
402	214	..	..	..	..	..	..	..	..	..	..	..	..	65	45	.....	.....	127	139
214	117	189	71	....	..	..	..	..	..	..	..	..	..	120	60	12	24	.	140
575	0	0	0	500	0	125	0	70	0	225	0	0	0	40	0	10	0	20	141
184	139	182	40	....	..	..	..	..	..	..	..	..	..	120	80	10	12	65	142
813	121	106	42	213	94	376	96	43	68	....	..	0	0	75	45	8	12	88	143
400	250	150	50	.....	..	..	..	..	..	..	..	.....	.....	80	50	12	24	125	144
178	129	20	10	125	20	135	40	50	85	0	0	20	5	40	50	5–8	5	175	145
30	12	20	8	25	15	25	7	8	15	12	0	0	0	40	25	4–6	6–8	10	146
12	16	0	0	12	0	.	..	12	18	....	....	.....		100	.....	6–9	.....	....	147
60	50	8	7	65	10	45	35	21	9	0	0	0	0	50	20	6	.....	30	148
64	23	0	0	..	..	24	8	6	8	15	0	0	0	30	.....	6–8	....	14	149
470	148	0	0	300	0	450	12	20	136	0	0	0	0	182	0	10	0	69	150
208	36	107	20	....	..	136	23	55	61	52	44	0	0	88	88	12	12	....	151
239	70	120	39	51	23	223	37	29	57	75	56	0	0	50–90	50–70	9	13	36	152

a Don't know.
b Per week.
c Three months.
d Twenty weeks.
e Per term.
f Scholarship.

TABLE 31.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
153	New York	Walworth's Business and Stenographic College.	Geo. S Walworth and J. C. Walworth.	1883	5	0
154	Olean	Westbrook Commercial College.	E. D. Westbrook	1882	3	1
155	Peekskill	Westchester County Institute.	Charles Unterrunes	1877	2	2
156	Rochester	Rochester Business University.	Williams and Rogers.	1863	10	2
157	Troy	Troy Business College	Thos. H. Shields	1858	12	3
158	Utica	Utica Business College *	G. F. Hendrick, T. H. Shields.	1862	3	3
	NORTH CAROLINA.					
159	Littleton	Littleton High School and Business Institute.	L. W. Bagley	1882	3	2
160	Oak Ridge	Oak Ridge Institute	J. A. M. H. Holt	1852	4	3
	NORTH DAKOTA.					
161	Fargo	Fargo College	R. A. Beard, D. D., president.	.....	4	3
	OHIO.					
162	Canton	Canton Business College *	William Feller, president.	1875	4	1
163	Cincinnati	Nelson Business College	Richard Nelson, president.	1856	5	4
164	.....do	R. M. Bartlett's Business College.	C. M. Bartlett	1834	4	5
165	Cleveland	Caton's Business College *	M. J. Caton, president.	1891	3	1
166	.....do	Euclid Avenue Business College.*	.....do	1887	18	2
167	Columbus	Columbus Business College	W. J. Hudson, president.	1863	14	12
168	Dayton	Miami Commercial College *	A. D. Witt	1860	3	2
169	Delaware	National Pen Art Hall and Business College.	G. W. Michael	1878	5	2
170	Germantown	Twin Valley College—Actual Business School.*	O. G. Brown	1889	1	1
171	Findley	Findley Business College	J. N. Woolfington, principal.	1883	3	1
172	Hopedale	Buchanan Business Institute.	W. Buchanan	1885	3	1
173	Mansfield	Ohio Business College	J. W. Sharp, PH. D.	1866	3	1
174	Oberlin	Oberlin Business College	J. T Henderson	.....	2	1
175	Springfield	Nelson's Business College	R. J. Nelson	1881	3	1
176	....do	Williss College of Shorthand.	F. W. Willis, principal.	1880	1	2
177	Toledo	Business College and Shorthand School.	Matthew H. Davis	1870	4	2
178	Youngstown	Normal Busniess College	F. T. McEroy, principal.	1885	3	2
179	Zanesville	Zanesville Business and Commercial College.	O. S. Johnston	1866	5	7
	OREGON.					
180	Baker City	Baker City Normal and Business College.	J. J. Sturgill	1887	2	0
181	Portland	Poatland Business College *	A. P. Armstrong	1866	6	3
	PENNSYLVANIA.					
182	Allentown	American Business College	O. C. Dorney	1889	8	1
183	....do	Allentown Business College	W. L. Blackman	1869	2	0

* 1890-'91

business colleges, for 1891 '92—Continued.

Students.				Average daily attendance.		Number in commercial course		Number in amanuensis course.		Number in English course		Number in telegraphy		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1891-'92	
Day course.		Evening course																	
Male.	Female.	Male	Female.	Day course.	Evening course	Male	Female	Male	Female	Male	Female	Male.	Female	Day course.	Evening course	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
40	60	30	5	100	35	20	60	40	50	0	0	0	0	[illegible]	95	6	8	23	153
71	26	19	6	60	15	66	12	6	12	0	0	11	3	60	25	6	10	22	154
36	26	0	0	56	0	9	3	0	0	26	2	0	0	60		9		5	155
391	83	42	26	....	..									120	....	5-12	.....	....	156
280	120	115	85	175	140	260	65	30	60	85	52	20	8	100	30	6	12	76	157
90	39	41	30	.....	...	..	..	..	..	..	..	..	..	60-75	20 35	.....	..	....	158
120	0	0	0	70	0	21	0.	6	0	78	0	19	0	30	....	.....	.....	14	159
272	30	0	0	160	0	67	4	30	5	80	3	13	1	.....	.. ....	....	.....	28	160
.....	.....	.....	.....	.....	..	..	..	..	...	..	..	3	..	830	.....	.....	.....	....	161
58	40	60	14	..	..	...	..	..	..	..	..	..	....	100	60	5	9	56	162
278	138	..	0	..	....	208	117	45	45	....	..	..	..	80	.....	.....	.....	4	163
185	150	42	10	....	..	..	..	..	..	..	..	..	..	75	75	6	12	....	164
100	85	110	45	125	125	...	..	..	..	..	..	..	..	100	60	....	.....	....	165
1,100	700	....	.	600	400	...	..	..	..	..	....	..	..	80	35	.....	.....	308	166
700	200	300	200	200	300	150	100	100	178	75	45	15	2	50	30	12	12	250	167
720	40	....	..	....	...	....	..	..	..	..	....	..	..	50	50	4-6	6	...	168
697	75	0	0	125	...	..	...	74	15	.	....	..	....	45	.....	2	.....	605	169
25	24	....	...	..	.	.	..	...	..	...	..	.	..	40	25	.....	..	4	170
79	33	15	11	75	15	53	15	6	18	20	0	0	0	50	30	6	9	47	171
29	21	30	35	.....	..	20	15	10	5	40	46	0	0	40	.....	10	.....	18	172
119	40	0	0	40	0	88	12	31	28	0	0	0	0	70	.....	4-6	.....	70	173
107	42	....	....	....	....	....	....	....	....	....	....	....	....	40	.....	6	.....	..	174
120	5	....	....	....	....	....	....	....	....	....	....	....	....	50	.....	6	.....	....	175
50	50	0	0	....	....	....	....	50	50	..	....	....	....	100	.....	12	.....	....	176
400	200	90	30	200	80	275	300	50	75	200	100	0	0	60	20	9	18	100	177
100	50	30	20	60	25	30	10	5	15	15	10	3	2	65	45	6	12	35	[illegible]
154	224	28	50	110	32	200	100	45	115	....	....	..	.	45	35	16	48	....	179
30	10	25	6	35	37	32	7	0	5	3	2	0	0	60	40	6	12	27	180
375	125	8	20	225	50	....	..	....	....	....	....	....	....	62	60	5-7	10-15	150	181
201	60	40	44	102	[illegible]	125	36	60	28	12	8	29	4	50	35	10	20	9	182
91	15	35	4	25	15	48	7	5	6	20	4	2	1	50	25	4-10	14-20	5	183

TABLE 31.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
184	Altoona	Mountain City Business College.*	G. G. Zeth, principal	1879	2	1
185	Easton	Easton College of Business	Charles L. Free, principal.	1873	3	0
186	Erie	Clark's Business College	H. C. Clark	1883	8	1
187	....do	Erie Shorthand and Business College.	E. J. Coburn	1888	3	1
188	Harrisburg	Keystone Business College	H. O. Bernhardt	1889	3	0
189	Lancaster	Keystone Business College	H. C. Ulmer, B. C. S.	1890	2	1
190	....do	Lancaster Business College	H. Werdler	1880	3	1
191	Meadville	Bryant, Stratton and Smith Business College.	A. W. Smith	1865	4	1
192	Philadelphia	Peirce College of Business and Shorthand.	Thomas May Peirce, PH. D., principal.	1865	29	2
193	....do	Palms's Business College	Theodore W. Palms	1885	4	0
194	Pittsburg	Curry Business College and School of Shorthand.	H. M. Rowe, president.	1860	6	4
195	Pittsburg (419 Fifth ave).	Duff's Mercantile College	Wm. H. Duff, president.	1840	10	6
196	Scranton	Wood's Business College	F. E. Wood	1886	8	6
197	Union City	Luce's Commercial College	Rev. N. R. Luce, president.	1877	1	2
198	Wilkesbarre	Wilkesbarre Business College	G. L. Baldwin, A. W. Mass, principals.	1887	4	1
199	Williamsport	Williamsport Commercial College.	F. M. Allen	1866	4	0
200	York	Bacheldor's Business College	J. M. Bacheldor	1886	1	1
	RHODE ISLAND.					
201	East Greenwich	Greenwich Business College	F. D. Blakeslie, D. D		1	1
202	Providence	Providence, Bryant and Stratton Business College.*	Theodore B Stowell	1863	7	1
203	...do	Scholfield's Commercial College.	Albert G. Scholfield	1846	4	1
	SOUTH DAKOTA.					
204	Sioux Falls	Sioux Falls Business College and School of Shorthand.	G. C. Christopherser	1879	1	1
	TENNESSEE.					
205	Benton	Benton Academy and Business College.	I. J. Woods	1890	2	1
206	Chattanooga	Behm's Commercial College*	Jeremiah Behm	1875	1	
207	....do	Mountain City Business College.	Wiley Brothers	1885	2	1
208	Knoxville	Knoxville Business College	J. T. Johnson, president.	1885	3	
209	Memphis	W. T Watson's Business College.	W. T. Watson	1864	5	2
210	....do	Nelson's Business College*	A. E. Nelson	1887	4	
211	Nashville	Jenning's Business College	R. W. Jennings	1884	3	0
212	Washington College.	Christie's Music Business College.*	H. R. Christie	1877	3	1
	TEXAS.					
213	Austin	Capital Business College	O. G. Neumann	1883	7	0
214	Dallas	Hill's Business College	J. H. Gillespie	1887	4	2
215	Fort Worth	Fort Worth (Tex.) Business College.	F P. Preuitt	1875	4	1

*1890–'91.

business colleges, for 1891–'92—Continued.

Students.				Average daily attendance.		Number in commercial course.		Number in amanuensis course.		Number in English course.		Number in telegraphy.		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1891–'92.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
575	375	146	34	65	30	....	....	....	....	....	....	....	....	75	50	4	6	70	194
40	20	20	10	35	30	50	20	10	10	0	0	3	3	50	20	10	6	....	195
422	288	200	146	320	125	341	186	54	26	45	26	0	0	125	45	6	9	94	196
75	70	40	20	60	20	30	2	15	25	10	12	0	0	100	50	6–8	12–18	....	197
34	22	23	18	30	20	42	34	41	44	0	0	0	0	75	50	4	6	....	198
20	10	15	5	18	12	29	17	2	8	0	0	0	0	40	20	6	6	12	189
60	40	40	20	90	55	100	60	0	0	0	0	0	0	50	30	4–10	10	30	190
121	160	41	16	170	50	50	30	30	15	67	52	6	4	50	20	6–10	10	36	191
586	215	393	54	409	294	910	168	67	15	0	0	0	0	120	a25	10	18	168	193
150	30	50	10	180	50	....	....	....	....	....	....	....	....	b50	....	5	....	110	198
267	249	..	.	300	....	....	.	..	..	....	....	....	....	25	c5	6–10	12–15	106	194
600	125	200	25	250	150	550	50	50	75	0	0	0	0	50	35	4	11	300	195
592	109	315	27	420	275	641	110	120	62	75	4	0	0	50	30	10	16	182	196
22	10	30	25	30	45	50	15	..	....	....	....	....	....	30	10	9	3	12	197
89	58	88	7	60	47	87	57	22	14	0	0	5	0	48	45	6	12	42	198
150	50	0	0	75	0	100	25	25	25	.	....	....	....	25	....	4	....	....	199
15	6	6	0	12	6	18	6	4	6	0	0	0	0	40	30	5–8	5–8	12	200
90	32	0	0	60	0	35	7	6	3	0	0	0	0	35	0	10	0	8	201
191	111	15	11	..	..	..	..	..	..	..	..	....	....	100	20	10	....	75	203
118	29	20	10	112	23	108	39	3	14	18	6	0	0	....	....	5	10	41	202
50	25	10	5	25	6	35	5	15	20	....	0	0	0	50	30	6	....	6	204
60	65	0	0	90	0	14	0	2	2	0	0	0	0	50	0	8	0	11	205
12	2	15	..	..	..	..	..	..	..	..	..	....	....	50	50	....	....	1	206
132	64	36	11	..	..	107	15	19	54	21	9	0	0	70	24	6 or 7	....	10	207
100	70	25	5	50	20	100	20	..	..	....	....	....	....	100	25	6	12	29	208
231	69	....	..	142	26	242	58	30	58	0	0	0	0	95	50	6	12	55	209
100	30	22	..	50	20	....	....	....	....	....	....	....	....	120	50	6	18	....	210
146	0	0	0	40	0	146	0	0	0	0	0	0	0	50	....	4	....	135	211
254	0	0	0	0	0	....	....	....	....	....	....	....	....	30	0	4	0	10	212
188	42	29	4	96	20	112	29	13	24	24	15	22	6	50	25	10	.....	42	213
166	33	0	0	70	0	150	10	15	33	0	0	0	0	50	....	4	....	33	214
280	60	30	20	100	40	200	30	160	20	0	0	0	0	50	40	10	20	53	215

a For six months. b Scholarship. c Per month.

TABLE 31.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of first opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	TEXAS—continued.					
216	Omen	Summer Hill Business College.	A. W. Orr	1889	4	0
217	Thorp's Spring	Commercial Department, Add-Ran University.	A. C. Easley, B. L.	1890	1	2
	VERMONT.					
218	Lyndon Center	Lyndon Commercial College.	Walter E. Baryer, A. M., principal.	1883	2	2
219	Burlington	Burlington Business College	E. G. Evans	1878	2	1
220	Rutland	English and Classical Institute and Business College.	O. H. Perry and G. W. Perry.	1889	3	5
221	Waterbury Center	Minard Commercial College	Chas. E. Martin	1881	3	0
	VIRGINIA.					
222	Richmond	Smithdeal Business College	G. M. Smithdeal, president.	1867	3	1
223	Suffolk	Reid's Normal and Business College. *	John M. Reid	1891	1	2
	WASHINGTON.					
224	Spokane	Spokane Business College	Jno. R. Cassin	1887	2	1
225	Wallawalla	Empire Business College*	John F. Stubblefield	1882	2	1
	WEST VIRGINIA.					
226	Wheeling	Wheeling Business College, School of English and Shorthand and Typewriting School.	J. M. Frasher	1860	4	1
	WISCONSIN.					
227	Appleton	De Land's Business College	O. P. De Land	1883	2	1
228	Chippewa Falls	Chippewa Falls Business College.	C. H. Howelson	1887	2	0
229	Fond du Lac	Fond du Lac Commercial College.	Salem D. Mann	1866	1	1
230	Green Bay	Green Bay Business College	J. N. McCunn	1868	3	3
231	Madison	Northwestern Business College.	R. E. Denning and J. C. Proctor.	1856	5	0
232	Milwaukee	Charles Meyer's Business College.	Charles Meyer	1876	6	4
233	....do	Spencerian Business College	Robt. C. Spencer	1863	5	5
234	....do	Wilmot Business and Shorthand College. *	Mitchell Wilmot	1881	3	1

*In 1890-91.

business colleges, for 1891–'92—Continued.

Students.				Average daily attendance.		Number in commercial course.		Number in amanuensis course.		Number in English course.		Number in telegraphy.		Annual charge for tuition.		Number of months necessary for graduation			
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Number of graduates in 1891–'92.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
30	0	0	0	.....	...	15	0	3	1	0	0	0	0	$30-40	.....	4	.....	...	216
64	36	0	0	70	0	32	4	14	6	0	0	0	0	50-75	0	9-12	9	9	217
67	0	0	0	.....	...	67	0	0	0	0	0	0	0	30	.....	10	.....	16	218
63	33	35	11	50	20	40	23	5	6	18	4	5	0	45-55	$10-15	3	.....	13	219
52	22	15	6	.....	.	32	12	0	0	0	0	0	0	75	45	18	.....	6	
23	2	0	0	.....	..	23	2	6	3	.....	.....	0	0	30	0	9	0	10	221
75	32	36	5	45	23	61	5	22	22	0	0	5	0	a 40	.....	3-5	9-12	11	223
47	30	..	..	60	0	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	9	.....	.....	222
207	53	31	9	70	25	143	9	22	42	42	11	0	0	50	50	5-8	8-10	23	224
89	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	12	9	225
236	72	108	32	130	60	178	38	46	64	198	20	0	0	50	50	6	12	93	226
52	22	19	3	.....	...	47	12	19	4	0	0	0	0	65	20	7-9	0	.....	227
80	40	10	2	75	12	50	25	5	17	0	0	0	0	65	16	6	.....	25	228
43	21	18	7	26	12	24	8	5	10	14	3	0	0	40	25	6	10	16	229
190	140	25	4	95	15	145	23	18	14	50	15	0	0	60	25	10	8	11	230
136	54	23	4	.....	20	65	10	21	14	50	30	0	0	45	30	6	6	27	231
330	42	0	0	..	...	.....	.....	.....	.....	.....	.....	.....	.....	100	50	12	18	....	232
232	83	72	22	150	60	278	36	20	69	0	0	0	0	100	35	10	6	20	233
65	36	30	24	24	40	.....	.....	.....	.....	.....	.....	.....	.....	65	30	6	10	52	234

a Scholarship.

SCHOOLS FOR THE COLORED RACE.

TABLE 32.—*Statistics of institutions for the instruction of the colored race, for 1891-'92.*

NORMAL SCHOOLS.

Location.	Name.	Religious denomination.	Instructors.	Students.			
				Normal.	Secondary.	Elementary.	Total.
Huntsville, Ala	Central Alabama Academy*	M E	5	43	22	146	211
Marion, Ala	Colored Normal Institute*	Cong	7	15	30	174	219
Mobile, Ala	Emerson Institute*	Cong	10	21	43	300	364
Montgomery, Ala	State Normal School for Colored Students	Nonsect	30	542	..	282	824
Tuskegee, Ala	Tuskegee Normal and Industrial Institute	Nonsect	25	159		493	652
Helena, Ark	Helena Normal School for Colored Students			99			99
Pine Bluff, Ark	Branch Normal College of Arkansas Industrial University	Nonsect	4	233			233
Southland, Ark	Southland College and Normal Institute	Friends	11	75		8	83
Washington, D C	Normal Department of Howard University	Nonsect	11	196			196
Do	Washington Normal School (seventh and eighth divisions)	Nonsect	8	26			26
Tallahassee, Fla	State Normal College for Colored Teachers	Nonsect	6	79			79
Augusta, Ga	The Paine Institute	M. E. So	5	43			43
New Orleans, La	Normal Department of New Orleans University	M E	9	42			42
Do	Normal Department of Southern University*	Nonsect	6	53	0	0	53
Do	Normal Department of Straight University	Nonsect	3	47			47
Holly Springs, Miss	Mississippi State Normal School	Nonsect	4	107		122	229
Jackson, Miss	Jackson College	Bapt	13	41		196	237
Tougaloo, Miss	Tougaloo University	Cong	23	43		186	229
Jefferson City, Mo	Lincoln Institute*	Nonsect	7	42	163	0	205
Fayetteville, N. C	State Colored Normal School	Nonsect	3	46		85	131
Goldsboro, N C	do	Nonsect	6	110		54	164
Lumberton, N. C	Whitin Normal School*	Nonsect	2	27	0	50	77
Plymouth, N C	State Colored Normal School	Nonsect	2	80		48	128
Raleigh, N. C	St. Augustine Normal School and Collegiate Institute	P E	10	66	12	76	154
Salisbury, N. C	State Colored Normal School	Nonsect	4	105			105
Aiken, S C	Schofield Normal and Industrial School*	Nonsect	6	47	36	77	162
Charleston, S C	Avery Normal Institute	Cong	8	22	115	267	404
Greenwood, S C	Brewer Normal School	Cong	8	14		276	290
Knoxville, Tenn	Slater Normal and Industrial School.	Coug		116			116
Memphis, Tenn	Le Moyne Normal Institute	Cong	15	145		450	595
Morristown, Tenn	Morristown Normal Academy	M E	13	63	10	226	299
Nashville, Tenn	Normal Department of Central Tennessee College	M E	2	10	66		85
Do	Normal Department of Fisk University	Cong	4	27	49		76
Do	Normal Department of Roger Williams University	Bapt	2	22			22
Austin, Tex	Tillotson Collegiate and Normal Institute	Cong	9	34		140	174
Hampton, Va	Hampton Normal and Agricultural Institute	Cong	38	301			301
Petersburg, Va	Virginia Normal and Collegiate Institute	Nonsect	15	155		277	432
Harper's Ferry, W Va.	Storer College	Nonsect	7	171			171
	Colored normal students in various Northern schools			75			75
	Total		324	3,561	558	3,933	8,042

*In 1890-'91

TABLE 32.—*Statistics of institutions for the instruction of the colored race, etc.*—Cont'd.

INSTITUTIONS FOR SECONDARY INSTRUCTION.

Location.	Name.	Religious denomination	Instructors	Students.		
				Secondary	Elementary	Total.
Athens, Ala.	Trinity School*	Cong	2	14	106	120
Huntsville, Ala.	Central Alabama Academy	M E	3			150
Selma, Ala.	Burrell School*	Cong	8			219
Do	Payne University	A M E	5			95
Talladega, Ala.	Talladega College	Cong	6	33	130	172
Arkadelphia, Ark.	Bethel University	A M E	2			100
Cotton Plant, Ark.	Cotton Plant Academy	Presb	5			212
Monticello, Ark.	Monticello Academy	Presb	4			152
Pine Bluff, Ark.	Richard Allen Institute	Presb	7			317
Stephens, Ark.	Shorter Institute	A M E	3			120
Jacksonville, Fla.	Cookman Institute	M E	8	37	441	478
Live Oak, Fla.	Florida Institute*	Bapt	2	7	98	105
Atlanta, Ga.	Atlanta Baptist Seminary	Bapt	4	117	44	161
Do	Spelman Seminary	Bapt	2	68	753	821
Do	Storr's School	Cong	3			370
Augusta, Ga.	Haines Industrial School	Presb	8			318
Cuthbert, Ga.	Payne High School	A M E	3			143
La Grange, Ga.	La Grange Academy	M E	3	5	130	135
McIntosh, Ga.	Dorchester Academy	Cong	3			302
Macon, Ga.	Ballard Normal School	Cong	12	25	477	502
Savannah, Ga.	Beach Institute*	Cong	11			351
Thomasville, Ga.	Industrial Institute*	Cong	7			201
Waynesboro, Ga.	Haven Academy	M E	4	11	158	169
Harrodsburg, Ky.	Wayman Institute	A M E	5			62
Lexington, Ky.	Lexington Colored Normal School*	Cong	6			215
Delhi, La.	Delhi Agricultural Institute	A M E	3			75
Winsted, La.	Gilbert Academy	M E	16	6	193	199
Princess Ann, Md.	Delaware Academy	M E	5			84
Clinton, Miss.	Mount Hermon Female Seminary*	Nonsect	6	22	157	179
Jackson, Miss.	Mary Holmes Seminary	Presb	11			152
Meridian, Miss.	Meridian Academy	M E	5	155	64	219
Natchez, Miss.	Natchez College*	Bapt	4	45	114	159
Roxie, Miss.	Male and Female Institute	Nonsect	2	35	100	135
Vicksburg, Miss.	J P. Campbell College	A M E	3			75
Mill Spring, Mo.	Hale's College*	Bapt	2	54	11	65
Beaufort, N C.	Washburn Seminary*	Cong	5	18	102	140
Concord, N C.	Scotia Seminary	Presb	2	39	221	260
Franklinton, N C.	Albion Academy	Presb	4	64	153	217
Greensboro, N C.	Bennett Seminary	M E	8			240
Kings Mountain, N C.	Lincoln Academy	Cong	3	12	117	129
Kittrells, N C.	Kittrell Scientific and Indust'l Inst.	A M E	4		78	78
Wilmington, N C.	Gregory Institute	Cong	11			319
Windsor, N C.	Ralkin Richards Institute*	Nonsect	3	12	178	200
Winton, N C.	Water s Normal Institute	Bapt	3	51	84	178
Philadelphia, Pa.	Institute for Colored Youth*	Friends	6	50	250	300
Anderson, S C.	Salem School	Presb	3			140
Abbeville, S C.	Ferguson Academy	Presb	5			144
Aiken, S C.	Immanuel School	Presb	8			250
Beaufort, S C.	Beaufort Academy	Presb	7			541
Charleston, S C.	Wallingford Academy	Presb	7	68	386	454
Cheraw, S C.	Coulter School	Presb	2			208
Chester, S C.	Brainerd Institute	Presb	8			371
Columbia, S C.	Benedict Institute	Bapt	9			322
Winnsboro, S C.	Calvary School	Presb	2			107
Frogmore, S C.	Penn Indust'l and Normal School*	Nonsect	3	36	210	246
Mayesville, S C.	Goodwill School	Presb	3			242
Sumter, S C.	Ebenezer School	Presb	3			240
Mason, Tenn.	West Tennessee Academy	M E	6			110
Memphis, Tenn.	Slater College	A M E	3			47
Morristown, Tenn.	Morristown Seminary and Normal Institute	M E	7			306
Rogersville, Tenn.	Swift Memorial Academy	Presb	4			175
Shelbyville, Tenn.	Turner Institute	A M E	5			117
Crockett, Tex.	Mary Allen Seminary	Presb	12			236
Hearne, Tex.	Hearne Academy	Bapt	3	44	186	230
Marshall, Tex.	Bishop College	Bapt	9	201	134	335
Do	Wiley University	M E	14	60	368	428
Burkeville, Va.	Ingleside Seminary	Presb	9			101
Cappahosic, Va.	Gloucester Agric'l and Ind'l School	Cong	2	27	24	51
Danville, Va.	Holbrook Street School	Presb	4			200
Norfolk, Va.	Norfolk Mission School	U. Presb	2	63	579	642
Lynchburg, Va.	Virginia Seminary	Bapt	10			233
Richmond, Va.	Hartshorn Memorial College	Bapt	7			115
	Colored pupils attending various other secondary schools.			60		60
	Total		306	1,460	8,125	16,237

*1890–'91.

TABLE 32.—*Statistics of institutions for the instruction of the colored race, etc.*—Cont'd.

UNIVERSITIES AND COLLEGES.

Location.	Name.	Religious denomination.	Instructors.	Students. Collegiate.	Secondary	Elementary.	Total.
Selma, Ala	Selma University	Bapt	6	12			191
Little Rock, Ark	Philander Smith College	M E	13	7	30	292	329
Washington, D. C	Howard University	Nonsect	8	27	55		82
Atlanta, Ga	Atlanta University	Nonsect	12	14	123	424	561
Do	Clark University	M. E	19	2	45	293	339
Berea, Ky	Berea College	Nonsect	15	31	77	225	333
New Orleans, La	Leland University*	Bapt	13	3	21	263	287
Do	New Orleans University	M. E	21	6	22	535	563
Do	Southern University*	Nonsect	17	0	48	352	400
Do	Straight University	Cong	20	3	14	462	479
Baltimore, Md	Morgan College	M E	10	4	49	137	190
Holly Springs, Miss	Rust University	M E	13	11	93	128	232
Rodney, Miss	Alcorn Agricultural and Mechanical College*	Nonsect	9	86	50	102	238
Charlotte, N C	Biddle University	Presb	11	51	50	87	188
Raleigh, N. C	Shaw University	Bapt	10	53			340
Salisbury, N. C	Livingstone College*	A. M. E. Z	12	25	70	180	275
Wilberforce, Ohio	Wilberforce University	A. M E	[illegible]	21	30	114	165
Lincoln University, Pa.	Lincoln University*	Presb	14	143	63	0	206
Columbia, S. C	Allen University	A. M. E	10	8	185	240	434
Orangeburg, S. C	Claflin University	M. E	27	20			609
Knoxville, Tenn	Knoxville College	Presb	16	16	66	201	283
Nashville, Tenn	Central Tennessee College	M E	24	11	61	412	484
Do	Fisk University	Cong	24	49	66	296	411
Do	Roger Williams University	Bapt	13	20	28	106	154
Waco, Tex	Paul Quinn College	A. M. E	12	30			215
	Colored students attending various Northern universities and colleges.			[illegible]			137
	Total number		389	791	1,256	4,838	66,116

SCHOOLS OF THEOLOGY.

Location.	Name.	Religious denominations.	Instructors.	Students.
Selma, Ala	Theological Department of Selma University	Bapt	2	35
Talladega, Ala	Theological Department of Talladega College	Cong	2	22
Tuscaloosa, Ala	Institute for Training Colored Ministers	Presb	2	12
Little Rock, Ark	Theological Department of Philander Smith College	M E	1	17
Washington, D. C	Theological Department of Howard University	Nonsect	7	43
Do	Wayland Seminary	Bapt	2	44
Atlanta, Ga	Atlanta Baptist Seminary	Bapt	5	32
Do	Gammon Theological Seminary	M. E	4	72
Berea, Ky	Theological Department of Berea College	Nonsect	1	10
New Orleans, La	Gilbert Haven School of Theology (New Orleans University).	M. E	2	5
Do	Theological Department of Leland University	Bapt	2	15
Do	Theological Department of Straight University	Cong	2	12
Baltimore, Md	Theological Department of Morgan College	M. E	2	6
Charlotte, N. C	Theological Department of Biddle University	Presb	4	17
Raleigh, N. C	Theological Department of St. Augustine's Normal School	P E	2	11
Do	Theological Department of Shaw University	Bapt	2	46
Wilberforce, Ohio	Theological Department of Wilberforce University	A. M E	3	10
Lincoln University, Pa.	Theological Department of Lincoln University	Presb	8	26
Columbia, S. C	Theological Department of Allen University	A M E	4	5
Nashville, Tenn	Theological Department of Central Tennessee College	M E	2	26
Do	Theological Department of Fisk University	Cong	2	2
Richmond, Va	Richmond Theological Seminary*	Bapt	4	9a
	Colored students in various Northern theological schools			44
	Total		65	577

*In 1890-'91.

a Exclusive of professional students. b Including students not classified.

TABLE 32.—*Statistics of institutions for instruction of the colored race, etc.*—Cont'd.

SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.

Location.	Name.	Instructors.	Students.
Little Rock, Ark.	Medical Department of Philander Smith College*	1	10
Washington, D. C.	Howard University:		
	Medical Department	12	113
	Dental Department	5	7
	Pharmaceutical Department	1	17
New Orleans, La.	Medical Department of New Orleans University	12	22
Raleigh, N. C.	Leonard Medical College of Shaw University	7	62
	Pharmaceutical Department	.....	11
Nashville, Tenn.	Central Tennessee College:		
	Meharry Medical Department	13	121
	Dental Department	.....	7
	Pharmaceutical Department	.....	9
	Colored students attending various Northern schools	.....	78
	Total	51	457

SCHOOLS OF LAW.

Washington, D. C.	Law Department of Howard University	5	77
Raleigh, N. C.	Law Department of Shaw University	1	9
Wilberforce, Ohio	Law Department of Wilberforce University	3	2
Columbia, S. C.	Law Department of Allen University	2	4
Nashville, Tenn.	Law Department of Central Tennessee College	5	8
	Colored students attending various Northern schools	.....	19
	Total	16	119

SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND. *a*

Little Rock, Ark.	Arkansas School for the Blind	10	24
Do.	Arkansas Institute for Deaf Mutes	10	12
St. Augustine, Fla.	Florida Institute for the Deaf and Blind	4	18
Cave Spring, Ga.	Georgia Institute for the Deaf and Dumb	7	31
Macon, Ga.	Georgia Academy for the Blind*	10	17
Danville, Ky.	Kentucky Institution for the Education of Deaf Mutes	15	33
Louisville, Ky.	Kentucky Institution for the Education of the Blind	8	24
Baltimore, Md.	Maryland School for Colored Blind and Deaf Mutes	5	39
Jackson, Miss.	Institution for the Education of Deaf and Dumb	9	25
Fulton, Mo.	School for the Deaf and Dumb	18	12
St. Louis, Mo.	Missouri School for the Blind	14	6
Raleigh, N. C.	North Carolina Institution for the Deaf and Dumb and the Blind.	10	60
Cedar Springs, S. C.	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	5	23
Knoxville, Tenn.	Tennessee School for the Deaf and Dumb	8	28
Nashville, Tenn.	Tennessee School for the Blind	9	12
Austin, Tex.	Institution for Deaf and Dumb and Blind Colored Youth	4	83
	Deaf, dumb, and blind colored youth in various other institutions (Northern and Western)	.....	139
	Total	146	581

* In 1890-91. *a* In schools for both races the number of colored students only is given

SCHOOLS FOR THE DEFECTIVE CLASSES.

TABLE 33.—*Summary of statistics of public day schools for the deaf, for 1891-'92.*

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1891-'92.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	13	7	40	47	42	9	6	205	205	410	318	38	2	98	0	922	2625	$130,000	$127,305	$45,519
North Atlantic Division	3	0	22	22	22	7	3	98	98	196	196	34	0	96	0	[illegible]	100	118,500	16,572	10,291
Maine	1	0	7	7	7	7	0	27	18	45	45	----	0	----	0	----	----	----	----	----
Massachusetts	1	0	10	10	10	0	3	50	58	108	108	34	0	96	0	892	100	118,500	11,572	11,552
Rhode Island	1	0	5	5	5	----	----	21	22	43	43	----	----	----	----	63	----	----	5,000	4,739
South Central Division	1	0	1	1	----	----	----	7	1	8	----	----	2	----	----	----	----	----	952	952
Louisiana	1	0	1	1	----	----	----	7	1	8	----	----	2	----	----	----	----	----	952	952
North Central Division	9	7	17	24	20	2	3	100	106	206	122	4	0	2	0	167	525	12,000	9,781	28,276
Ohio	3	1	5	6	2	0	0	23	35	58	35	0	0	0	[illegible]	50	25	----	2,500	3,200
Indiana	1	1	0	1	0	----	----	15	5	19	8	0	0	0	[illegible]	0	0	----	----	1,700
Illinois	1	2	4	6	10	1	3	15	24	42	11	4	0	2	[illegible]	17	----	----	----	6,251
Wisconsin	3	1	7	8	7	1	0	30	23	53	53	0	0	0	0	100	500	12,000	7,281	18,125
Missouri	1	2	1	3	1	----	----	16	19	35	33	----	----	----	----	----	----	----	----	----

TABLE 34.—*Statistics of public day schools for the deaf, for 1891–'92.*—PART I.

	Post-office.	Name.	Chief executive officer.	Instructors.					Pupils.					Industrial department.				Graduates in 1891–'92.
				Male.	Female.	Articulation.	Auricular department.	Industrial development.	Male.	Female.	Articulation.	Auricular development.	Kindergarten.	Carpentry and joinery.	Shoemaking.	Printing.	Other trades.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Chicago, Ill	Chicago Deaf-Mute Day School	Philip A. Emery	2	4	10	1	3	11	24	18	4	0	2	0	0	....	0
2	Evansville Ind	Evansville School for the Deaf	Chas. Kerney	1	1	0	.....	.....	13	5	0	0	0	0	0	0	0	0
3	New Orleans, La	New Orleans Free Public School for Deaf-Mutes *	Robert H. Lawrence	1	0	..	..	....	7	1	....	....	2	.....	....	.....	....	....
4	Portland, Me	Portland School for the Deaf	Miss Ellen L. Barton	....	7	7	7	0	27	18	45	.....	0	.....	....	.....	....	0
5	178 Newburg st., Boston, Mass	Horace Mann School for the Deaf	Sarah Fuller	0	10	10	0	3	50	58	108	34	0	0	0	16	80	0
6	St. Louis, Mo	St. Louis Day School for the Deaf	James H. Cloud	1	2	1	.....	.....	16	19	33	.....	.....	.....	....	....	....	.....
7	Cincinnati, Ohio (Ninth and Race sts.).	Oral School for the Deaf	Virginia A. Osborne	0	4	2	0	0	10	15	25	0	0	0	0	0	0	0
8	Cincinnati, Ohio (Ninth st. near Maine)	Public School for the Deaf	Caroline Fesenbeck	0	1	0	0	0	7	6	0	0	0	0	0	0	0	0
9	Toledo, Ohio	Toledo Deaf-Mute School*	Alfred F. Wood	1	....	.....	.....	.....	6	14	.....	.....	.....	.....	.....	.....	.....	.....
10	Providence, R. I	Rhode Island School for the Deaf	Laura D. L. Richards	0	5	5	.....	.....	21	22	43	.....	.....	.....	.....	.....	.....	.....
11	Lacrosse, Wis	Public Oral School for the Deaf	Albert Hardy	0	1	1	1	0	4	5	9	2	0	0	0	0	0	0
12	Milwaukee, Wis	Milwaukee Day School for the Deaf	Paul Binner	1	5	6	0	0	21	17	38	0	0	0	0	0	0	0
13	Wausau, Wis	Wausau Day School for the Deaf	Edith E. Brown	0	1	1	0	0	5	1	6	0	0	0	0	0	0	0

*From 1890–'91.

TABLE 34.—*Statistics of public day schools for the deaf, for 1891-'92.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriation.	Other sources.	Buildings and improvements.	Support.
	1	2	3	4	5	6	7	8	9
1	Chicago Deaf-Mute Day School	17	$125						$5,251
2	Evansville School for the Deaf	0	94	0					1,700
3	New Orleans Free Public School for the Deaf *					$952			952
4	Portland School for the Deaf								
5	Horace Mann School for the Deaf	692	133	$100	$118,500	11,572		$726	10,826
6	St. Louis Day School for the Deaf		57						
7	Oral School for the Deaf	50	95	25		2,500			2,400
8	Public School for the Deaf		80						800
9	Toledo School for the Deaf *								
10	Rhode Island School for the Deaf	63				5,000			4,739
11	Oral School for the Deaf	0	81			150	$661	125	600
12	Milwaukee Day School for the Deaf	75	125	50	12,000	6,000	0	0	6,000
13	Wausau Day School for the Deaf	25				470	0		600

* From 1890-'91.

TABLE 35.—*Summary of statistics of private schools for the deaf, for 1891-'92.*

Division and State	Number of institutions.	Instructors.						Pupils								Volumes in library	Value of scientific apparatus	Value of grounds and buildings	Receipts.	Expenditures
		Male	Female	Total	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total	Articulation.	Auricular perception.	Kindergarten.	Industrial department	Graduates in 1891-'92.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	20	32	66	98	54	21	21	275	257	532	471	58	32	173	24	2,950	$2,720	$302,900	$22,200	$30,881
North Atlantic Division	7	2	34	36	29	1	3	108	109	217	271	39	21	83	6	1,650	600	92,900	14,650	22,339
Massachusetts	2	1	21	22	15	0	4	69	84	132	132	37	14	51	4	1,650	600	92,900	14,650	22,339
Connecticut	1	1	[illegible]	[illegible]	[illegible]	0	[illegible]	15	17	32	30	0	7	22	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
New York	3	0	[illegible]	[illegible]	[illegible]	1	0	18	17	35	31	[illegible]	0	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pennsylvania	1	0	3	3	3	[illegible]	[illegible]	7	11	18	18	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South Atlantic Division	1	2	2	4	4	0	0	18	10	28	28	-	[illegible]	[illegible]	5	[illegible]	1,800	40,000	2,400	[illegible]
Maryland	1	2	2	4	4	0	0	18	10	28	28	[illegible]	[illegible]	[illegible]	5	[illegible]	1,800	40,000	2,400	[illegible]
South Central Division	1	1	6	7	3	7	7	13	13	26	0	0	0	0	0	100	100	5,000	4,000	4,000
Louisiana	1	1	6	7	3	7	7	13	13	26	0	0	0	0	0	100	100	5,000	[illegible]	4,000
North Central Division	11	27	24	51	19	13	11	136	125	261	232	13	11	90	13	1,200	20	20,000	5,150	4,592
Ohio	3	1	3	4	3	0	0	9	6	15	13	0	0	0	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Illinois	2	15	14	29	7	7	1	49	55	104	103	5	11	64	0	350	[illegible]	[illegible]	[illegible]	[illegible]
Michigan	1	3	0	3	3	0	0	20	25	45	45	0	0	0	3	250	20	20,000	4,655	4,092
Wisconsin	1	7	[illegible]	9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	40	36	0	0	23	10	300	[illegible]	[illegible]	[illegible]	[illegible]
Minnesota	1	0	4	4	4	[illegible]	[illegible]	[illegible]	26	47	40	[illegible]	0	[illegible]	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iowa	1	1	0	1	0	0	0	[illegible]	[illegible]	5	0	0	0	0	0	[illegible]	[illegible]	[illegible]	500	500
Missouri	2	0	1	1	0	0	0	[illegible]	2	5	5	0	0	0	0	300	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 36.—*Statistics of private schools for the deaf, for 1891 '92.*—PART I.

	Post-office	Name.	Chief executive officer	Instructors					Pupils					Industrial department				Graduates in 1891-'92.
				Male.	Female	In articulation.	In auricular exception	In industrial department	Male.	Female	In articulation	In auricular exception	In kindergarten	Carpentry and joinery	Shoemaking	Printing	Other trades	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Mystic Bridge, Conn	Whipple's Home School	Mrs M Hammond	1	2	3	0	0	15	17	30	0	7	...	...	...	32	2
2	Chicago, Ill	Ephpheta School for the Deaf	Mary C. Hendrick	7	7	0	0	34	38	72	0	0	0	0	0	0	0	0
3	Englewood, Ill. (6550 Yade st.),	McCowen Oral School for Young Deaf Children	Mary McCowen	0	8	7	7	1	15	17	31	5	11	.....	...	...	34	0
4	Dubuque, Iowa	Eastern Iowa School for the Deaf	DeCoursey French	1	0	0	0	0	3	3	0	0	0	0	0	0	0	0
5	Chinchuba, La	Chinchuba Institute for the Deaf	Rev. H Mignot	1	6	2	7	7	13	13	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Baltimore, Md	F Knapp's English and German Institute.	F Knapp	2	2	4	0	0	12	10	22	...	.....	.....	.....	.....	.....	.....	5
7	Northampton, Mass	Clarke Institution	Caroline A Yale	1	17	14	0	3	59	59	118	37	0	21	0	0	35	0
8	West Medford, Mass.	Sarah Fuller Home for Little Children who cannot Hear	Miss E L. Clark	0	4	1	0	0	9	5	14	0	14	0	0	0	0	4
9	North Detroit, Mich	Evangelical Lutheran Deaf and Dumb Institute.	H D Uhlig, director	3	0	3	0	0	20	25	45	0	0	0	0	0	0	2
10	St. Paul, Minn	St. Paul's Institute	Miss Nardin	0	4	4	4	3	22	25	40	6	0	0	1	1	1	0
11	St. Louis, Mo. (1849 Cass ave.)	Maria Consilia Deaf-Mute Institute	Sister M. Adele	0	4	2	1	1	16	27	40	6	0	0	0	5	6	0
12	St. Louis, Mo	Miss Kugler's Oral School for Deaf-mutes	L. Kugler	0	1	0	0	0	3	2	5	0	0	0	0	0	0	0
13	Albany, N. Y	Albany Home School for the Oral Instruction of the Deaf	Miss Anna M Black	0	3	3	0	0	7	5	12	0	0	0	0	0	0	0
14	New York, N. Y (27 East 46th st.).	Miss Kuler's Articulation Class for Deaf-Mutes *	Sarah Warrin Kuler	0	2	2	1	0	5	4	9	2	0	0	0	0	0	0
15	New York, N Y. (243 West 21st st.).	Warren Articulation School	Miss Lillie Eginton Warren	....	4	4	.....	.....	5	5	10	.....	.....	.....	.....	.....	.....	.....
16	Cincinnati, Ohio	Notre Dame School for the Deaf*	Sister M. of the Sacred Heart, S. N. D.	0	2	2	0	0	8	8	0	0	0	0	0	0	0	0
17	Cleveland, Ohio	Cleveland School for the Deaf	J H Geary	1	1	1	.....	.....	9	6	13	.....	.....	.....	.....	.....	.....	.....
18	Toledo, Ohio	Toledo Deaf-Mute School	Georgiana Miller	...	1	...	.....	.....	9	4	...	.....	.....	.....	.....	.....	.....	.....
19	Philadelphia, Pa. (Monument ave., near Ford st.).	Home for Training in Speech	Miss Emma Garrett	...	3	3	.....	.....	7	11	18	.....	.....	.....	.....	.....	.....	.....
20	St. Francis, Wis	St. John's Catholic Deaf-mute Institute	Rev. M M. Gerend	7	2	2	2	7	31	9	25	2	0	2	2	0	18	10

* From 1890-'91.

TABLE 36.—*Statistics of private schools of the deaf, for 1891-'92.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	Other sources.	Buildings and improvements.	Support.
	1	2	3	4	5	6	7	8	9
1	Whipple's Home School								
2	Ephpheta School for the Deaf	150							
3	McCowen Oral School for Young Deaf Children	225							
4	Eastern Iowa School for the Deaf						a $500		$500
5	Chinchuba Institute for the Deaf	100	$20	$100	$5,000	0	0	$1,000	3,000
6	F. Knapp's English and German Institute			1,800	40,000	$1,200	1,200		
7	Clarke Institution	1650	300	800	87,000	0	14,650		12,945
8	Sarah Fuller Home for Little Children who Cannot Hear	0	350		5,900	0	0	5,900	3,494
9	Evangelical Lutheran Deaf and Dumb Institute	250	103	20	20,000	4,655		347	3,745
10	St. Paul's Institute								
11	Maria Consilia Deaf-Mute Institute	300							
12	Miss Kugler's Oral School for Deaf-Mutes								
13	Albany Home School for the Oral Instruction of the Deaf								
14	Miss Kuler's Articulation Class for Deaf-Mutes*								
15	Warren Articulation School								
16	Notre Dame School for the Deaf*								
17	Cleveland School for the Deaf								
18	Toledo Deaf-Mute School								
19	Home for Training in Speech								
20	St. John's Catholic Deaf-Mute Institute								

* From 1890-'91.

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TABLE 37.—*Summary of statistics of public institutions for the deaf, for 1891-'92.*

Division and State	Number of institutions	Instructors						Pupils								Volumes in library	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures
		Male	Female	Total	Articulation	Auricular perception.	Industrial department.	Male	Female.	Total	Articulation.	Auricular perception	Kindergarten	Industrial department.	Graduates in 1891-'92.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	48	279	323	602	167	50	193	4,308	3,437	7,846	3,710	263	352	3,399	290	70,333	$32,095	$9,608,596	$1,710,274	$1,876,601
North Atlantic Division	13	69	141	200	101	35	67	1,449	1,104	2,553	1,548	132	277	1,219	148	19,628	15,565	2,870,496	553,922	625,427
Massachusetts	1	0	2	2	1	1	1	18	8	26	17	0	0	0	0	300	0	15 000	5,245	6,233
Connecticut	1	9	6	16	4	0	3	85	57	142	85	0	0	44	0	2,000	.....	250,000	26,165	.....
New York	7	42	82	124	71	34	41	859	636	1,495	1,273	107	248	764	74	9,244	13,715	1,371,254	339,792	363,643
New Jersey	1	5	7	12	4	1	4	68	71	139	52	8	13	54	22	500	300	100,000	42,256	42,256
Pennsylvania	3	14	41	55	21	0	18	419	332	751	221	17	16	357	46	7,584	1 550	1,134,232	141,464	223,295
South Atlantic Division	9	52	31	83	21	5	26	431	350	781	396	0	25	184	13	11,129	1,906	1,441,000	173,[illegible]	233,660
Maryland	2	6	9	15	3	3	5	70	50	120	66	0	15	55	0	2,650	700	265,000	30,295	32,011
District of Columbia	1	18	4	22	10	0	1	92	41	133	98	0	0	8	8	3,700	. .	700,000	.....	68,168
Virginia	1	7	2	9	1	0	4	44	43	87	25	0	0	18	0	250	.....	175,000	34,950	.....
West Virginia	1	5	2	7	1	0	5	40	45	85	11	0	0	33	2	618	0	85,000	39,786	37,879
North Carolina	1	6	7	13	1	0	2	67	69	136	14	0	0	0	2	1,611	. ...	75,000	41,000	41,000
South Carolina	1	3	2	5	2	0	2	40	37	77	0	0	0	0	0	800	.....	55,000	.....	16,831
Georgia	1	4	3	7	1	0	1	57	50	107	78	0	0	51	1	1,200	706	70,000	17,000	32,771
Florida	1	3	2	5	2	2	5	21	15	36	36	0	10	13	0	100	50	16,000	10,000	10,000
South Central Division	9	38	30	68	11	2	28	554	453	1,007	325	19	12	453	15	4,753	1,200	842,000	204,918	218,766
Kentucky	1	7	8	15	2	0	5	117	84	201	54	2	0	77	0	1,800	100	176,500	37,185	41,256
Tennessee	1	4	4	8	1	1	3	106	84	190	100	12	0	32	0	500	... ..	150,000	37,500	37,855
Alabama	1	3	3	6	2	0	3	40	47	87	26	0	0	32	0	600	400	75,000	19,923	19,923
Mississippi	1	5	4	9	2	1	4	38	44	82	21	0	0	24	1	.....	.....	125,000	.....	15,290
Louisiana	1	4	3	7	1	0	3	54	32	86	10	0	0	23	0	200	.....	30,000	9,184	8,897
Texas	2	8	6	14	2	0	5	146	101	247	53	0	12	51	12	750	100	187,000	83,396	75,895
Arkansas	1	7	2	9	1	0	6	73	61	134	61	5	0	214	2	303	600	100,000	17,240	19,670
North Central Division	12	97	109	206	28	8	60	1,740	1,376	3,116	822	72	12	1,452	96	33,733	2,075	3,861,100	686,906	644,442
Ohio	1	10	16	26	2	0	5	216	208	483	137	0	0	123	15	2,000	500	750,000	102,800	92,328
Indiana	1	12	9	21	1	0	4	190	162	348	69	0	0	114	16	2,800	500	181,100	68,500	73,[illegible]

Illinois	1	12	21	33	5	0	8	300	222	522	275	0	0	139	14	13,000	1,000	400,000	98,618	126,000
Michigan	1	10	13	23	2	0	6	156	136	292	0	0	12	65	10	2,724	300	420,255	48,115	56,379
Wisconsin	1	12	7	19	3	0	4	112	72	184	45	0	0	65	6	1,600	100	110,000	40,000	37,000
Minnesota	1	7	5	12	2	0	5	120	92	212	92	36	0	134	18	1,400	100	250,000	35,510	37,000
Iowa	1	9	9	18	2	0	9	170	131	301	32	6	0	231	12	3,000	......	500,000	76,600	66,800
Missouri	1	8	10	18	3	0	6	208	128	336	80	0	0	246	0	1,142	300	260,000	48,500	23,800
North Dakota	1	2	2	4	1	0	1	20	14	34	0	0	0	5	0	80		37,000	6,500	11,300
South Dakota	1	2	2	4	1	0	3	25	16	41	13	0	0	23	6	160	......	......	12,360	12,260
Nebraska	1	7	4	11	4	3	5	85	67	152	51	30	0	50	1	1,400	150	117,000	41,400	33,250
Kansas	1	6	11	17	1	0	6	149	128	277	40	6	0	247	7	1,427	25	196,000	42,000	52,000
Western Division	6	24	12	36	6	4	12	235	154	389	179	40	26	91	9	2,090	455	888,000	134,500	154,306
Colorado	1	6	4	10	1	1	3	44	42	86	54	20	26	22	1	510	200	200,000	45,000	85,000
New Mexico	1	1	0	1	0	0	0	6	2	8	0	0	0	0	1	60	......	3,000	......	1,980
Utah	1	2	3	5	1	1	0	35	15	50	37	14	0	29	0	20	......	100,000	10,000	6,917
Washington	1	3	1	4	1	1	2	37	21	58	10	5	0	13	0	0	......	125,000	26,000	......
Oregon	1	3	1	4	1	1	2	19	18	37	16	1	0	4	0	0	......	10,000	9,000	9,000
California	1	9	3	12	2	0	2	95	56	151	65	0	0	23	7	1,500	255	450,000	53,500	51,409

TABLE 38.—*Statistics of public institutions for the deaf, for 1891-'92.*—PART I.

	Post-office.	Name.	Superintendent or principal	Instructors.					Pupils.					Industrial department.				Graduates in 1891-92
				Male	Female	Articulation	Aural development	Industrial department	Male	Female	Articulation	Aural development	Kindergarten.	Carpentry and joinery	Shoemaking	Printing	Other trades.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Talladega, Ala	Alabama Institute for the Deaf	Joseph H Johnson	3	3	2	0	3	40	47	26	0	0	16	0	16	....	0
2	Little Rock Ark	Arkansas Deaf-Mute Institute	Francis D. Clarke	2	7	1	..	4	73	61	61	5	0	0	26	19	169	2
3	Berkeley Cal	Institution for the Deaf and Dumb and the Blind	Warring Wilkinson	9	3	2	0	2	95	56	65	0	0	9	0	14	0	7
4	Colorado Springs, Colo	Institution for the Education of the Mute and the Blind of Colorado	John E Ray, A. M., superintendent.	6	4	1	1	3	43	42	54	20	26	11	0	11	0	1
5	Hartford, Conn	American Asylum, at Hartford for the Education and Instruction of the Deaf and Dumb	Job Williams, principal	7	9	4	0	3	85	57	85	0	0	22	22	0	0	0
6	Washington, D C	Columbia Institution for the Deaf and Dumb	Edward Miner Gallaudet.	18	4	10		1	92	41	98	...	.....	6	...	2	.....	8
7	St Augustine, Fla	Florida Blind and Deaf Mute Institute	Wm A. Caldwell, principal	1	3	2	2	5	21	15	36	.....	10	4	0	7	2	0
8	Cave Spring, Ga	Georgia Institution for the Education of the Deaf and Dumb	W O Conner, principal	4	3	1	0	1	57	50	76	0	0	0	57	0	..	1
9	Jacksonville, Ill	Illinois Institution for the Education of the Deaf and Dumb	Phillip G Gillett, A M LL D	12	21	6	...	8	300	222	275		....	23	40	25	51	14
10	Indianapolis, Ind	Indiana Institution for the Education of the Deaf and Dumb.*	Richard O Johnson	12	9	1	0	4	180	162	68	0	0	55	20	25	14	18
11	Council Bluffs, Iowa	Iowa School for the Deaf	Henry W Rothert, superintendent.	9	9	2	0	9	170	131	32	5	0	22	20	38	141	12
12	Olathe, Kans	Kansas Institution for the Education of the Deaf and Dumb.	S T. Walker	6	11	1	.	5	149	128	40	0	0	50	15	22	20	7
13	Danville, Ky	Institute for Deaf-Mutes	William Kavanaugh Argo	7	8	2	0	5	117	84	54	2	0	12	12	15	38	0
14	Baton Rouge, La	Louisiana Institution for the Deaf and Dumb.	John Jastremski	4	3	1	0	3	34	32	10	0	0	8	8	7	...	.....
15	Baltimore, Md	Maryland School for Colored Blind and Deaf.	F D Morrison, superintendent.	4	1	0	0	3	8	6	0	0	0	0	4	0	10	..
16	Frederick City, Md.	Maryland School for the Deaf and Dumb	Chas W. Ely, principal.	6	7	2	2	5	52	42	49	0	15	8	21	10	12	0
17	Beverly, Mass	New England Industrial School	Nellie H. Swett, principal	0	2	1	1	1	18	8	17	0	0	.....		.	...	.....
18	Flint, Mich	Michigan School for the Deaf	Thomas Monroe	10	13	2	0	5	156	136			12	33	13	10	9	10
19	Faribault, Minn	Minnesota School for the Deaf	J L. Noyes	7	6	2	0	5	120	92	92	36	0	8	17	19	90	18

20	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	J. R. Dobyns	5	4	2	1	4	36	44	21	0	0	3	....	6	15	1
21	Fulton, Mo	School for the Deaf and Dumb	James N Tate	8	10	2	0	6	208	126	80	0	0	36	74	22	152	0
22	Omaha, Nebr	Nebraska Institute for the Deaf and Dumb.	J A Gillespie, principal.	4	7	4	3	5	85	67	51	30	0	14	0	16	20	1
23	Trenton, N. J	New Jersey School for Deaf-Mutes	Weston Jenkins, principal	5	7	4	1	4	68	71	52	8	13	14	14	13	13	28
24	Santa Fe, N. Mex	New Mexico School for the Deaf and Dumb	Lars M. Larsson	1	0	0	0	0	6	2	0	0	0	0	0	0	0	1
25	Buffalo, N. Y	Le Couteux St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	Sister Mary Anne Burke, principal.	3	16	11	2	7	79	73	148	8	36	3	5	12	75	22
26	Fordham, N. Y	St. Joseph's Institute for Improved Instructions of Deaf-Mutes.	Ernestine Nardin, principal	6	24	22	22	7	143	166	309	57	0	2	13	16	32	0
27	Malone, N. Y	Northern New York Institution for Deaf Mutes.	Henry C Rider	4	3	1	1	3	58	34	31	7	36	8	....	....	25	2
28	New York, N. Y	Institution for the Improved Instruction of Deaf Mutes.	D. Greenberger	9	11	16	0	5	117	101	218	0	68	52	....	....	92	28
29	New York, N. Y. (Washington Heights).	New York Institution for the Instruction of the Deaf and Dumb.*	C. H Brainerd	7	9	7	7	11	231	111	342	36	53	47	22	23	157	17
30	Rochester, N. Y	Western New York Institution for Deaf-Mutes	Z. F. Westervelt	5	16	13	*	2	97	75	172	0	65	7	0	21	17	1
31	Rome, N. Y	Central New York Institution for Deaf-Mutes	Edward B. Nelson, principal	8	3	2	0	6	80	74	100	0	0	5	20	21	73	4
32	Raleigh, N. C	North Carolina Institution for the Deaf and Dumb and the Blind.	W. J. Young	0	1	1	0	2	67	69	14	0	0	.....	.....	.....	.....	2
33	Devils Lake, N. Dak.	School for the Deaf of North Dakota	A. R. Spear	2	2	1	0	1	20	14	.....	.....	.....	.....	5	.....	.....	.....
34	Columbus, Ohio	Ohio Institution for the Education of the Deaf and Dumb	Stephen R. Clark	10	16	3	0	5	215	208	137	0	0	.....	45	39	39	13
35	Salem, Oregon	Oregon School for the Education of Deaf-Mutes	Rev P. S. Knight, PH. D.	3	1	1	1	2	19	18	16	1	0	0	0	2	2	0
36	Edgewood Park, Pa.	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	Wm. N. Burt	5	8	2	0	4	118	97	80	4	0	22	17	11	0	6
37	Philadelphia, Pa	Pennsylvania Institution for the Deaf and Dumb	A L. E. Crouter, A M., principal	8	28	14	0	13	280	214	124	0	160	24	55	28	200	40
38	Scranton, Pa	Pennsylvania Oral School for the Deaf	Mary B C Brown	1	5	5	0	1	26	21	47	13	0	0	0	0	0	0
39	Cedar Springs, S.C.	South Carolina Institution for the Education of the Deaf and the Blind.	Newton F. Walker	2	3	2	0	2	40	37	.....	.....	.....	.....	.....	.....	.....	.....
40	Sioux Falls, S. Dak	South Dakota School for Deaf Mutes	James Simpson, superintendent.	2	2	1	0	3	25	16	12	0	0	3	0	5	15	0
41	Knoxville, Tenn	Tennessee Deaf and Dumb School	Thos L. Moses, principal.	4	4	1	1	3	106	84	100	12	0	0	14	18	0	0
42	Austin, Tex	Deaf, Dumb, and Blind Institution for Colored Youth.	W. H Holland, superintendent	1	1	1	0	2	21	19	6	0	12	0	10	0	9	0
43	....do	Texas Deaf and Dumb Asylum	W A. Kindall, superintendent.	7	5	1	0	4	125	82	47	0	0	4	13	14	8	0
44	Salt Lake City, Utah.	School for the Deaf, University of Utah.	Frank W. Metcalf, B D.	2	3	1	1	3	35	15	34	14	0	6	3	5	15	0

* From 1890-'91.

TABLE 38.—*Statistics of public institutions for the deaf, for 1891-'92.*—PART I—Continued.

	Post-office	Name.	Superintendent or principal.	Instructors.					Pupils.					Industrial department.				Graduates in 1891-'92.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Carpentry and joinery.	Shoemaking.	Printing.	Other trades.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
45	Staunton, Va.	Virginia Institution for the Education of the Deaf and Dumb and the Blind.	Thomas S. Doyle, principal.	7	2	1	0	4	44	43	25	0	0	8	5	7	6	0
46	Vancouver, Wash.	Washington School for Defective Youth.	J. Watson	3	1	1	1	2	27	21	10	5	0	0	0	6	7	0
47	Romney, W. Va.	West Virginia School for the Deaf and the Blind	C. H. Hill	5	2	1	0	5	40	45	11	0	0	2	7	8	18	2
48	Delavan, Wis.	Wisconsin School for the Deaf	John W. Swiler	12	7	3	0	4	112	72	45	0	0	18	42	14	11	6

TABLE 38.—*Statistics of public institutions for the deaf, for 1891–'92.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Receipts. Value of grounds and buildings.	Receipts. State, county, or municipal appropriations.	Receipts. For beneficiaries and from other sources.	Expenditures. Buildings and improvements.	Expenditures. Support.
	1	2	3	4	5	6	7	8	9
1	Alabama Institute for the Deaf	600	$216	$400	$75,000	$19,923			$19,923
2	Arkansas Deaf-Mute Institute	803	151	500	100,000	6,690	$10,560	$948	18,732
3	Institution for the Deaf and Dumb and the Blind	1,500	270	b 255	b 450,000	b 53,500	0		b 51,409
4	Institution for the Education of the Mute and the Blind of Colorado	510	a300	200	200,000	b 45,000	0	b 40,000	b 35,000
5	American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb	2,000			280,000	26,165			
6	The Columbia Institution for the Deaf and Dumb	3,700			700,000			2,177	60,971
7	Florida Blind and Deaf-Mute Institute	100	238	50	16,000	10,000		500	9,500
8	Georgia Institution for the Education of the Deaf and Dumb	1,200	198	700	70,000	17,000		15,290	17,481
9	Illinois Institution for the Education of the Deaf and Dumb	13,000	232	1,000	400,000	92,000	6,618	5,000	121,500
10	Indiana Institution for the Education of the Deaf and Dumb*	3,800	199	500	521,100	83,500		13,605	58,780
11	Iowa School for the Deaf	3,000			500,000	76,800	0	27,000	59,800
12	Kansas Institution for the Education of the Deaf and Dumb	1,427	176	25	196,000	42,000		9,500	42,500
13	Kentucky Institute for Deaf-Mutes	1,800		100	176,500	37,185		3,816	37,440
14	Louisiana Institution for the Deaf and Dumb	300	200		300,000	14,000		500	14,000
15	Maryland School for Colored Blind and Deaf	260	217		30,000	b 7,000	b 2,184	b 1,234	b 7,663
16	Maryland School for the Deaf and Dumb	2,350	280	700	250,000	25,000	50		25,778
17	Industrial School for Deaf-Mutes	300		0	15,000	2,000	c 3,245	9,727	4,505
18	Michigan School for the Deaf	2,742	185	300	420,255	48,115		992	57,387
19	Minnesota School for the Deaf	1,400	200	100	250,000	39,810		50,000	37,000
20	Institution for the Education of the Deaf and Dumb				125,000			750	14,530
21	School for the Deaf and Dumb	1,142	280	300	260,000	42,500		11,300	12,500
22	Nebraska Institute for the Deaf and Dumb	1,400	208	150	117,000	41,400	0	2,000	31,250
23	New Jersey School for Deaf-Mutes	500	204	300	100,000	42,256			42,256
24	New Mexico School for the Deaf and Dumb	83	0			3,000		0	1,980
25	Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes	665	216		154,560		27,715	1,560	25,640
26	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes	750	211		268,975		66,969	2,316	66,804
27	Northern New York Institution for Deaf-Mutes	179	208	215	75,000	29,689		3,808	25,790
28	Institution for the Improved Instruction of Deaf-Mutes	950	400	10,000	166,729	51,006			52,602
29	New York Institution for the Instruction of the Deaf and Dumb	4,700	208	2,500	486,000	85,980		5,743	90,998
30	Western New York Institution for Deaf-Mutes	1,500	257		125,500		40,761	716	39,455
31	Central New York Institution for Deaf-Mutes	800	267		125,000	23,644	12,856		38,123
32	North Carolina Institution for the Deaf and the Dumb and the Blind	1,411	195		75,000	41,000		1,000	40,000
33	School for the Deaf and Dumb of North Dakota	80	180		37,000	8,500		11,300	

* From 1890–'91. a Including improvements and repairs. b Includes the blind. c Contributions from farms.

TABLE 38.—*Statistics of public institutions for the deaf, for 1891-'92.*—PART II—Continued.

	Name.	Volumes in library	Annual cost per capita	Value of scientific apparatus.	Value of grounds and buildings.	Receipts: State county, or municipal appropriations.	Receipts: For beneficiaries and from other sources.	Expenditures: Buildings and improvements.	Expenditures: Support.
	1	2	3	4	5	6	7	8	9
34	Ohio Institution for Education of Deaf and Dumb	3,000		$500	$750,000	$93,107	$9,193	$5,725	$86,543
35	Oregon School for the Education of Deaf-Mutes	0	$250	0	10,000	9,000		500	8,500
36	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	1,184	214	50	218,232	30,000		4,264	39,322
37	Pennsylvania Institution for the Deaf and Dumb	6,400	240	1,500	850,000	96,000	6,000	67,100	102,000
38	Pennsylvania Oral School for the Deaf	0	226	0	65,000	9,464			10,609
39	South Carolina Institution for the Education of the Deaf and Blind	800			55,000			925	15,906
40	South Dakota School for Deaf Mutes	160	299			12,350			12,260
41	Tennessee Deaf and Dumb School	500	175		150,000	37,500		9,540	28,315
42	Deaf, Dumb, and Blind Institution for Colored Youth	50	193	0	37,000	8,070	0	350	7,720
43	Texas Deaf and Dumb Asylum	700	184	200	150,000	75,816		29,748	38,037
44	School for the Deaf, University of Utah	20	154		100,000	10,000			6,917
45	Virginia Institution for the Education of the Deaf and Dumb and of the Blind	250			175,000	a 34,950			34,950
46	Washington School for Defective Youth	0		0	125,000	26,000			
47	West Virginia School for the Deaf and the Blind	818	223	0	85,000	38,206	1,580	11,546	26,333
48	Wisconsin School for the Deaf	1,600	202	100	110,000	40,000		0	37,000

a Includes the blind.

TABLE 39.—*Summary of statistics of public institutions for the blind, for 1891–'92.*

State and division	Number of institutions.	Instructors.				Pupils.								Graduates in 1891–'92.	Volumes in library	Value of scientific apparatus	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Toning.	Industrial department.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	34	129	204	333	213	178	1,838	1,599	3,437	394	1,711	1,553	290	2 045	115	70,280	$15,659	$6,026,737	$748,965	$932,613
North Atlantic Division	5	30	66	96	34	20	438	384	822	122	324	383	95	538	44	23 287	7,939	1,372,510	211,748	359,263
Massachusetts	1	13	24	37	15	7	105	83	188	37	91	84	12	123	3	10,519	....	346,765	*a*51,470	106,123
New York	2	12	28	41	9	6	202	173	375	65	149	174	74	199	....	7 010	5,939	760,989	*b*125,302	126,400
Pennsylvania	2	4	14	18	10	7	131	128	259	30	85	125	9	216	241	5,648	2,000	264,806	*d*35,974	126,740
South Atlantic Division	8	30	24	54	21	17	236	181	417	12	206	241	27	231	4	8,197	550	796,000	95,645	70,874
Maryland	2	10	8	18	5	6	65	51	116	12	64	57	13	112	4	2,043	....	322,000	29,829	8,915
Virginia	1	4	2	6	3	3	28	21	49	0	25	30	3	27	0	275	.....	150,000	*(c)*	*(c)*
West Virginia	1	2	2	4	2	2	18	19	35	0	18	23	4	19	0	1,318	.....	95,000	39,796	37,879
North Carolina	1	4	6	10	4	2	47	39	86	0	5	37	7	36	0	2,111	.....	75,000	*(c)*	*(c)*
South Carolina	1	2	1	4	1	1	23	13	36	....	....	....	....	....	....	800	.....	55 000	*(c)*	*(c)*
Georgia	1	6	4	10	5	0	53	35	88	0	88	88	0	30	0	1 500	500	95 000	16,000	14,079
Florida	1	3	1	2	1	3	4	3	7	0	6	6	0	7	0	150	50	16,000	10,000	10,000
South Central division	8	22	33	55	46	37	307	280	777	84	371	332	44	346	20	7,998	2,200	777,000	113,163	180,042
Kentucky	1	2	5	8	2	2	67	60	127	25	121	55	7	62	7	1,800	1,500	100,000	31,997	29,596
Tennessee	1	3	7	10	2	2	55	51	106	0	96	60	5	40	3	700	100	125 000	18,500	18,500
Alabama	1	4	3	7	2	3	34	30	64	0	60	60	4	40	3	1,300	100	80 000	13,500	13,500
Mississippi	1	1	3	4	2	20	20	40	60	0	15	15	0	60	0	400	.....	75,000	16 000	4,500
Louisiana	1	3	4	7	3	2	12	7	19	0	15	18	0	13	0	800	.....	40,000	8,100	7,750
Texas	2	3	6	9	7	5	134	102	236	41	38	86	12	61	7	2,693	.....	187,000	8,070	70,500
Arkansas	1	5	5	10	2	3	75	90	165	18	27	35	16	70	0	000	500	200,000	16,996	35,696
North Central Division	10	45	73	114	107	100	707	606	1,313	175	760	525	124	881	45	28,888	4,330	2,379,227	329,409	316,374
Ohio	1	9	10	19	7	4	122	96	218	33	140	101	27	180	7	2,550	1,500	500,000	*c* 61,825	52,084
Indiana	1	4	8	12	3	3	68	71	139	0	120	38	13	60	11	2,300	.....	475,000	40,000	38,833

a Benefactions received, $48,923.
b Benefactions received, $3,000.
c Number discharged.
d Benefactions received, $290,137.
e See table of the deaf.

TABLE 39.—*Summary of statistics of the public institutions for blind, for 1891—'92*—Continued.

State and division	Number of institutions	Instructors.					Pupils.									Volumes in library.	Value of scientific apparatus	Value of grounds and buildings.	Receipts	Expenditures.
		Male.	Female.	Total	Music.	Industrial department.	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Tuning.	Industrial department.	Graduates in 1891-'92.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
North Central Division—Continued.																				
Illinois	1	7	11	18	5	5	147	94	241	30	50	100	20	178	0	3,031	$171	$213,874	$40,000	$36,600
Michigan	1	3	6	9	2	2	51	34	85	13	45	36	11	25	3	1,848	549	147,853	23,532	20,148
Wisconsin	1	1	9	10	3	3	52	38	90	12	60	60	0	61	0	2,900	750	167,500	45,000	26,135
Minnesota	1	1	2	3	3	2	33	30	63										15,145	15,000
Iowa	1	4	7	11	3	2	81	86	167	38	110	99	11	134	4	4,000	500	350,000	32,804	34,900
Missouri	1	6	8	14	5	4	56	61	117	24	62	85	22	67	10	10,128	350	250,000	26,000	26,468
Nebraska	1	4	6	10	73	75	50	50	100	25	40	65	10	110	0	1,171	500	75,000	18,900	18,865
Kansas	1	2	5	8	4	3	47	46	93	0	93	44	0	46	10	950	500	200,000	19,300	17,280
Western Division	3	6	8	14	5	4	60	48	108	1	50	72	0	49	2	1,985	150	8,000	5,000	5,900
Colorado	1	3	4	7	1	3	29	19	48	0	30	25	0	35	0	1,035	(a)	(a)	(a)	(a)
Oregon	1	2	3	4	1	1	9	9	18	1	0	18	0	14	0	450	150	8,000	5,000	5,900
California	1	1	2	3	3	0	22	20	42	0	20	29	.....	...	2	500	(a)	(a)	(a)	(a)

a See table of the deaf.

TABLE 40.—*Statistics of public institutions for the blind, for 1891-'92.*—PART I.

	Post-office.	Name.	Superintendent or principal.	Instructors.				Pupils.						Industrial department.				Graduates in 1891-'92.
				Male.	Female	Music.	Industrial department.	Male	Female	Kindergarten.	Vocal music	Instrumental music.	Tuning	Broom-making.	Mattress-making	Chair-caning.	Other trades.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Talladega, Ala.	Alabama Academy for the Blind	W. A. Wilson, superintendent.	4	3	2	3	34	30	0	60	60	4	0	10	24	6	3
2	Little Rock, Ark	Arkansas School for the Blind	J. R. Harvey, superintendent.	5	5	2	3	75	90	18	27	35	16	39	16	9	6	.....
3	Berkeley, Cal	Institution for the Deaf and Dumb and the Blind	Warring Wilkinson.	1	2	3	....	32	30	0	33	29	....	.....	.....	.....	9	3
4	Colorado Springs, Colo.	Institution for the Education of the Mute and the Blind of Colorado	John E Ray A M, superintendent.	3	4	1	3	29	19	....	30	25	0	16	10	5	4	0
5	St. Augustine, Fla	Florida Blind and Deaf Mute Institute	William A. Caldwell, principal	1	1	1	3	4	3	0	5	6	0	0	0	0	7	0
6	Macon, Ga	Georgia Academy for the Blind †	W. D. Williams	6	4	5	.....	53	35	..	88	88	0	10	10	10	...	.....
7	Jacksonville, Ill.	Illinois Institution for the Education of the Blind	Frank H Hall, superintendent.	7	11	5	5	147	94	30	30	100	20	48	12	46	32	0
8	Indianapolis, Ind.	Indiana Institute for the Blind	E E Griffith.	4	8	3	3	68	71	..	120	38	13	20	16	22	12	11
9	Vinton, Iowa	Iowa College for the Blind	T F McClune, principal.	4	7	3	2	81	86	38	110	99	11	0	0	0	124	4
10	Kansas City, Kans.	Kansas Institution for the Education of the Blind	Lapier Williams	2	8	3	2	47	46	0	93	44	0	31	0	0	15	10
11	Louisville, Ky.	Kentucky Institution for the Education of the Blind.	B. B. Huntone, superintendent.	3	5	3	2	67	60	25	121	55	7	14	6	32	.....	7
12	Baton Rouge, La.	Louisiana Institution for the Education of the Blind and Industrial Home for the Blind	W H N Magruder, principal	3	4	3	2	12	7	0	15	16	0	7	2	4	0	0
13	Baltimore, Md. (649 W Saratoga street)	Maryland School for the Colored Blind and Deaf	F D Morrison, superintendent.	5	1	1	2	16	9	0	25	14	0	0	7	23	..	..
14	Baltimore, Md	Maryland School for the Blind	F. D. Morrison, superintendent.*	5	7	4	4	49	42	12	39	43	13	7	9	27	39	1
15	South Boston, Mass.	Perkins Institution and Massachusetts School for the Blind.	M. Agnos, director...	13	24	15	7	105	83	37	91	84	12	0	0	55	50	2
16	Lansing, Mich	Michigan School for the Blind	John Fanning	3	6	3	2	51	34	13	45	36	11	25	.....	.....	.....	2
17	Faribault, Minn	Minnesota School for the Blind *	James A. Dow A M.	1	2	3	2	33	30									.....
18	Jackson, Miss	Institution for the Blind of Mississippi.	Dr P Fairly, superintendent.	1	3	2	2	30	40	..	15	15	0	30	20	20	0	.....

* From 1890-'91.

† From 1889-'90.

TABLE 40.—*Statistics of public institutions for the blind, for 1891-'92.*—PART I—Continued.

	Post-office.	Name.	Superintendent or principal.*	Instructors				Pupils.						Industrial department.				Graduates in 1891-'92.
				Male	Female.	Music	Industrial department.	Male	Female	Kindergarten	Vocal music.	Instrumental music.	Tuning	Broom-making	Mattress-making	Chair-caning.	Other trades.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	St Louis, Mo. (Nineteenth and Morgan sts)	Missouri School for the Blind	Jno. T. Sibley, A. M. M. D.	6	8	5	2	56	61	24	82	85	22	41	.....	7	19	10
20	Nebraska City Nebr	Nebraska Institution for the Blind	C. D. Rakestraw, superintendent.	4	6	73	75	50	50	25	40	65	10	25	0	10	75	0
21	Batavia, N. Y	New York State Institution for the Blind.	Arthur G. Clement, superintendent	7	9	5	3	59	59	15	8	74	24	9	10	33	21	.....
22	New York, N. Y. (Thirty-fourth and Ninth ave.).	New York Institution for the Blind	Wm. B. Wait, superintendent.	6	19	9	6	113	114	40	140	100	50	.....	10	60	50	.....
23	Raleigh, N C	North Carolina Institution for the Deaf and Dumb and the Blind.	W. J. Young, principal.	4	6	4	2	47	39	0	5	37	7	16	16	.....	.....	.....
24	Columbus, Ohio	Ohio Institution for the Education of the Blind	Dr. S. S. Burrows	9	10	7	4	122	96	33	140	101	37	38	0	23	120	7
25	Salem, Oreg	Oregon Institute for the Blind	E. S. Ballinger	2	2	1	1	9	9	1	0	18	0	0	0	0	14	0
26	Philadelphia, Pa.	Pennsylvania Institution for the Instruction of the Blind	Edward E. Allen, principal.	3	10	9	6	115	116	30	64	106	9	17	8	45	146	a 41
27	Pittsburg, Pa. (333 Forty-second st.).	Western Pennsylvania Institution for the Blind	H. B Jacobs, superintendent	1	4	1	1	16	12	. .	21	19	0	0	0	0	... ..	0
28	Cedar Spring, S. C.	South Carolina Institution for the Education of the Deaf and the Blind.	Newton F Walker, superintendent.	3	1	1	1	23	13		.....	.....	.....	.....	.....	.....	.....	.....
29	Nashville, Tenn	Tennessee School for the Blind	S. A. Link, superintendent.	3	7	2	2	55	51	...	98	80	5	30	10	10	.....	3
30	Austin, Tex	Deaf, Dumb, and Blind Institution for Colored Youth.	W. H. Holland, superintendent.	1	1	1	1	22	21	14	30	15	0	0	0	0	0	0
31	Do	Texas Institution for the Education of the Blind.	Frank Rainey, superintendent.	2	5	5	4	92	81	27	8	71	12	25	15	21	.....	7
32	Staunton, Va	Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	Thomas S. Doyle, principal		2	3	3	28	21	0	25	30	3	7	10	10	0	0
33	Romney, W. Va	West Virginia School for the Deaf and the Blind.	C. H. Hill, principal	2	2	2	2	16	19	0	18	23	4	8	7	4	0	0
34	Janesville, Wis	Wisconsin School for the Blind	Lynn S. Pease	1	2	3	3	52	33	12	30	30	....	6	.....	25	30	0

*From 1890-'91.

a Number discharged.

TABLE 40.—*Statistics of public institutions for the blind, for 1891-'92.*—PART II.

	Name.	Volumes in library.	Money value of gifts and bequests received during the year	Annual cost per capita	Value of scientific apparatus	Value of grounds and buildings.	Receipts.		Expenditures.	
							State, county, or municipal appropriations.	Beneficiaries and from other sources.	Buildings and improvements	Support.
	1	2	3	4	5	6	7	8	9	10
1	Alabama Academy for the Blind	1,300	0	$230	$100	$80,000	$13,500	0	$1,500	$12,000
2	Arkansas School for the Blind *	600			500	200,000	13,196	$3,500		25,696
3	Institution for the Deaf and Dumb and the Blind	500			(a)	(a)	(a)	(a)	(a)	(a)
4	Institution for the Education of Mute and the Blind of Colorado	1,035	0	5300	(a)	(a)	(a)	(a)	(a)	(a)
5	Florida Blind and Deaf Mute Institute	150		223	50	16,000	10,000		500	9,500
6	Georgia Academy for the Blind †	1,500		168	500	95,000	16,000			14,079
7	Illinois Institute for the Education of the Blind	3,021			171	213,874	40,000		25,731	41,137
8	Indiana Institution for the Blind	2,300	0	235		475,000	30,000	10,000	11,996	28,837
9	Iowa College for the Blind	4,000		163	5.0	350,000	30,323	2,481	2,481	31,654
10	Kansas Institution for the Education of the Blind	950			500	200,000	19,200			17,280
11	Kentucky Institution for the Education of the Blind	1,500	0	250	1,500	100,000	31,997		3,790	25,806
12	Louisiana Institution for the Education of the Blind and Industrial Home for the Blind.	800	0	50	0	40,000	8,400			7,750
13	Maryland School for the Colored Blind and Deaf	495		217		30,000	7,000	2,184		8,915
14	Maryland School for the Blind*	1,648		306		292,000	18,775	c1,900		
15	Perkins Institution and Massachusetts School for the Blind	10,579	$48,923			344,765	30,000	21,472	42,786	63,337
16	Michigan School for the Blind	1,848	75	280	549	147,853	23,000	532		20,545
17	Minnesota School for the Blind *								15,148	15,148
18	Institute for the Blind of Mississippi	400	0	200		75,000	16,000	0	1,500	3,000
19	Missouri School for the Blind	10,128	0	250	350	250,000	26,000		6,820	19,180
20	Nebraska Institution for the Blind	1,171	0	263	500	75,000	18,900			18,900
21	New York State Institution for the Blind	3,410	0	259	300	375,582	40,000	2,571	3,006	41,680
22	New York Institution for the Blind	3,600	3,090	237	5,739	394,857	82,831			71,714
23	North Carolina Institution for the Deaf and Dumb and the Blind	2,111	0	190		75,000	(a)	(a)	(a)	(a)
24	Ohio Institution for the Education of the Blind	2,550	0	260	1,500	500,000	61,825		0	52,084
25	Oregon Institute for the Blind	450	0	280	150	8,000	5,000	0	900	5,000
26	Pennsylvania Institution for the Instruction of the Blind	5,158	266,162	312	2,000	184,806		28,919		119,919
27	Western Pennsylvania Institution for the Blind	490	23,975	244	0	100,000	6,155		488	6,830
28	South Carolina Institution for the Education of the Blind	800	0	148		55,000	(a)	(a)	(a)	(a)
29	Tennessee School for the Blind		0	200		125,000	18,500			18,500
30	Deaf, Dumb, and Blind Institution for Colored Youths	270	0	179	0	37,000	8,070		350	7,750
31	Texas Institution for the Education of the Blind	2,428	0	234		150,000			21,900	40,330

* From 1890-'91. † From 1889-'90. a See table of the deaf. b Including improvements and repairs. c Bequest from estate of James H. Woods.

TABLE 40.—*Statistics of public institutions for the blind, for 1891-'92.*—PART II—Continued.

	Name.	Volumes in library.	Money value of gifts and bequests received during the year.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
							State, county, or municipal appropriations.	Beneficiaries and from other sources.	Buildings and improvements.	Support.
	1	2	3	4	5	6	7	8	9	10
32	Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	275	.....	.....	.....	$150,000	(a)	(a)	(a)	(a)
33	West Virginia School for the Deaf and the Blind	1,318	0	$223	.....	85,000	$38,206	$1,580	$11,546	$26,533
34	Wisconsin School for the Blind	2,900	0	$295	$750	167,500	46,000	.....	3,750	22,038

a See table of the deaf.

TABLE 41.—*Summary of statistics of private schools for the feeble-minded, for 1891-'92.*

Division and State.	Number of institutions.	Instructors.					Pupils.						Value of ground and buildings.
		Male.	Female.	Total.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	Industrial department.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	9	13	29	42	32	32	118	62	180	38	41	80	$106,000
North Atlantic Division	7	11	25	36	32	25	70	45	115	27	34	74	43,000
Massachusetts	3	2	9	11	12	19	52	19	71	8	31	.....	.....
New York	2	7	12	19	12	3	11	5	16	6	0	12	.....
New Jersey	2	2	4	6	8	3	7	21	28	13	3	62	43,000
South Atlantic Division	1	2	2	4	.....	3	26	4	30	12	7	6	15,000
Maryland	1	2	2	4	.....	3	26	4	30	12	7	6	15,000
North Central Division	1	0	2	2	.....	4	22	13	35	.....	.....	.....	50,000
Michigan	1	0	2	2	.....	4	22	13	35	.....	.....	.....	50,000

TABLE 42.—*Statistics of private schools for the feeble-minded, for 1891—'92.*

Post-office	Name.	Superintendent or principal.	Instructors.				Pupils				Industrial department.				Volumes in library.	Value of grounds and buildings.
			Male.	Female	Industrial department.	Assistants in caring for inmates.	Male.	Female	Kindergarten	Music	Woodworking	Farming and gardening	Sewing	Other trades		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ellicott City, Md	Font Hill Private Institution for the Feeble-Minded and Epileptic Children.	Samuel J. Fort, M. D	2	2	...	3	26	4	12	7	....	6	...	....	400	$15,000
Amherst, Mass	Home School for Nervous and Delicate Children.	Mrs. W. D Herrick	1	3	....	4	12	4	...	..	....	....	....	....	.....	.....
Barre, Mass	Private Institution for the Education of Feeble-Minded Youth	Geo Brown, M. D	1	4	12	15	40	15	3	31	....	....	....	....	.....	.....
Fayville, Mass	Hillside School	Mmes. Knight and Green	..	3	...	..	..	..	..	..	..	....	....	....	500	.....
Kalamazoo, Mich	Wilbur School and Home for the Feeble-Minded.	C. T. Wilbur, M A., M. D.	..	2	..	4	22	13	35	35	...	..	...	....	2,000	50,000
Cranbury, N. J	Private Home and School for the Feeble in Mind.	Rev C. F Garrison	2	2	2	1	5	8	5	..	3	3	..	....	500	18,000
Haddonfield, N. J	Haddonfield Training School for Feeble-Minded and Backward Children.	Margaret Bancroft, Jean Weir Cox.	0	2	6	2	2	12	8	2	2	..	8	45	400	25,000
Amityville, N. Y	Brunswick Home School	Mrs O. F. Brown	....	....	....	....	....	....	....	28	....	....	....	....	.....	.....
New York (325 West 59th street, N. Y.)	Seguin Physiological School for Children of Arrested Development.	Mrs. Elsie M Seguin	0	7	12	3	11	5	6	0	9	....	3	....	.....	.....

TABLE 43.—*Summary of statistics of public institutions for the feeble-minded, for 1891–'92.*

Division and State.	Number of institutions.	Instructors.					Pupils.						Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	Industrial department.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	18	24	176	200	103	372	3,262	2,711	5,923	420	709	1,207	$3,952,272	$1,110,681	$1,182,927
North Atlantic Division	8	10	97	107	48	184	1,309	1,330	2,639	239	204	306	1,519,993	419,286	489,621
Massachusetts	1	1	6	7	7	32	184	148	332	32	50	.....	250,000	38,225	146,833
Connecticut	1	0	3	3	.....	12	84	57	141	39	28	.....	126,000	12,773	27,065
New York	3	6	56	62	34	131	379	671	1,050	67	60	103	511,993	160,332	157,192
New Jersey	2	2	7	9	7	9	127	107	234	27	17	129	77,415	80,936	63,353
Pennsylvania	1	1	25	26	.....	.....	535	347	882	80	53	76	555,595	147,019	94,568
South Central Division	1	3	5	8	.....	6	87	77	164	20	150	120	75,000	36,811	35,701
Kentucky	1	3	5	8	.....	6	87	77	164	20	150	120	75,000	36,811	35,701
North Central Division	7	11	70	81	47	171	1,666	1,189	2,875	161	305	725	1,935,279	655,444	508,464
Ohio	1	1	21	22	9	36	577	352	929	.....	242	152	665,565	192,081	139,647
Indiana	1	3	12	15	8	15	225	161	386	30	14	59	220,000	78,500	109,500
Illinois	1	2	9	11	.....	34	243	197	440	59	34	125	198,365	66,000	70,025
Minnesota	1	3	9	12	14	52	179	179	358	23	46	313	184,350	80,950	55,192
Iowa	1	1	13	13	.....	17	308	205	513	20	15	80	250,000	99,600	99,600
Nebraska	1	1	4	5	12	9	95	51	146	.....	0	.....	96,000	36,038	34,500
Kansas	1	0	3	3	26	6	59	44	103	21	34	26	350,000	21,275	19,331
Western Division	2	0	4	4	8	11	130	115	245	.....	20	54	325,000	99,141	99,141
California	1	0	4	4	8	11	130	115	245	.....	20	54	325,000	99,141	99,141
Washington	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 44.—*Statistics of public institutions for the feeble-minded, for 1891-'92.*—PART I.

	Post-office.	Name.	Superintendent or principal.	Instructors.				Pupils.				Industrial department.							
				Male.	Female.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	Kindergarten.	Music.	Woodworking.	Metal-working.	Farming and gardening.	Shoemaking.	Tailoring.	Sewing.	Housework.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Glen Ellen, Cal.	California Home for the Care and Training of Feeble-Minded Children.	A. E. Osborne, M. D., PH. D.	0	4	8	11	130	116	(a)	20	....	....	5	4	....	....	14	31
2	Lakeville, Conn.	Connecticut School for Imbeciles	Geo. W. Knight, M. D.	....	3	....	12	84	57	30	28	....	....	....	....	....	....	....	....
3	Lincoln, Ill.	Illinois Asylum for Feeble-Minded Children *	Dr. William B. Fish	2	9	....	34	243	197	56	34	....	....	30	....	....	74	....	21
4	Fort Wayne, Ind.	Indiana School for Feeble-Minded Youth †	John G. Blake	3	12	8	15	225	161	39	14	5	2	....	6	4	8	....	4
5	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children	F. M. Powell	1	12	....	17	308	305	20	22	....	....	20	3	....	....	30	27
6	Winfield, Kans.	State School for Idiotic and Imbecile Youth.†	C. R. Wiles	....	3	26	6	59	44	21	34	....	....	....	14	....	12	....	....
7	Frankfort, Ky.	Kentucky Institution for the Education and Training of Feeble-Minded Children.	John Q. A. Stewart, M. D.	3	5	....	6	87	77	20	150	....	....	....	30	....	20	33	28
8	Waverly, Mass.	Massachusetts School for the Feeble Minded	Walter E. Fernald, M. D., superintendent.	1	6	7	36	164	148	32	52	....	....	....	....	....	....	....	....
9	Faribault, Minn.	Minnesota School for Feeble-Minded.	Arthur C. Rodgers, M. D. superintendent.	3	9	3	52	179	179	23	46	3	4	....	....	4	154	....	148
10	Beatrice, Nebr.	Nebraska Institution for Feeble-Minded Youth.†	J. T. Armstrong	1	4	3	9	95	51	....	0	....	....	....	....	....	....	....	....
11	Vineland, N. J.	New Jersey Home for the Education and Care of Feeble-Minded Children	S. Olin Garrison, superintendent.	2	7	3	....	127	46	21	9	13	....	....	10	....	30	40	36
12	....do	New Jersey State Institution for Feeble-Minded Women	Mary J. Dunlap, M. D.	....	....	4	3	....	61	....	3	....	....	....	....	....	....	....	....
13	Newark, N. J.	Custodial Asylum for Feeble-Minded Women.	W. L. Willatt, superintendent.	5	43	17	31	....	352	0	40	....	....	....	....	....	60	....	....
14	New York, N. Y.	School for Feeble-Minded	M. C. Dunphy, superintendent.	0	3	6	5	104	53	35	0	....	15	28	3	3	28	20	6
15	Syracuse, N. Y.	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M. D., superintendent.	1	10	11	96	275	266	23	90	2	....	....	6	5	107	64	3

16	Columbus, Ohio...	Ohio Institution for Feeble-Minded Youth.	G. A. Doren, M. D., superintendent.	1	21	9	38	577	352	....	242	4	.....	40	1!	15	18	46	18
17	Elwyn, Pa.....	Pennsylvania Training School for Feeble-Minded Children.	Isaac N. Kerlin, M. D .	1	25	.....	.....	535	347	80	52	10	.....	12	8	7	20	25	4
18	Vancouver, Wash.	Washington School for Defective Youth.*b*	James Watson	----	----	-----	-----	-----	-----	----	----	----	-----	-----	----	-----	-----	-----	----

* From 1889–'90. † From 1890–'91. *a* All school grade cases. *b* Not yet organized.

TABLE 44.—*Statistics of public institutions for the feeble minded, for 1891-'92.*—PART II:

	Name.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
					State, county, and municipal appropriations.	Other sources.	Buildings and improvements.	Support.
	1	2	3	4	5	6	7	8
1	California Home for Care and Training of Feeble-Minded Children	.....	.....	$325,000	$99,141	.....	$56,639	$42,502
2	Connecticut Schools for Imbeciles	.....	.....	125,000	12,773	.....	1,096	27,669
3	Illinois Asylum for Feeble-Minded Children*	180	.....	198,865	66,000	.....	.....	70,025
4	Indiana Institution for Feeble-Minded Children†	.....	.....	220,000	78,500	.....	31,000	78,500
5	Iowa Institution for Feeble-Minded Women	250	.....	250,000	99,600	.....	23,600	76,000
6	State School for Idiotic and Imbecile Youth†	25	$10	350,000	21,275	.....	.....	18,331
7	Kentucky Institution for the Education and Training of Feeble-Minded Children	400	.....	75,000	35,201	$1,600	.....	35,701
8	Massachusetts School for the Feeble-Minded	150	.....	250,000	38,225	.....	91,291	55,542
9	Minnesota School for Feeble-Minded	150	998	184,858	60,950	.....	1,500	53,692
10	Nebraska Institution for Feeble-Minded Youth †	20	200	86,000	36,038	.....	.....	34,500
11	New Jersey Home for the Education and Care of Feeble-Minded Children	350	.....	52,415	.....	38,936	5,442	37,197
12	New Jersey State Institution for Feeble-Minded Women	250	.....	25,000	12,000	10,000	12,000	2,500
13	New York State Custodial Asylum for Feeble-Minded Women	.....	.....	118,950	53,373	.....	11,912	36,951
14	School for Feeble-Minded	.....	.....	.....	.....	.....	.....	.....
15	Syracuse State Institution for Feeble-Minded Children	336	200	393,033	94,417	12,542	18,122	90,207
16	Ohio Institution for Feeble-Minded Youth	1,051	.....	685,555	179,047	13,034	599	139,048
17	Pennsylvania Training School for Feeble-Minded Children	800	.....	555,595	147,017	.....	48,879	45,689
18	Washington School for Defective Youth	.....	.....	22,000	.....	.....	20,000	.....

* From 1889-'90.

† From 1890-'91.

REFORM SCHOOLS.

TABLE 45.—*Summary of statistics of reform schools, for 1891-'92.*

Division and State.	Number of institutions.	Number of assistants.	Inmates: Sex: Male	Sex: Female.	Sex: Total.	Race: White.	Race: Colored	Nativity: Native parents.	Nativity: Foreign born parents	Illiteracy: Could only read	Illiteracy: Could neither read nor write	During year: Committed.	During year: Discharged.	School: Teachers	School: Pupils	Number taught mechanical or manufacturing trade	Value of grounds and buildings	Expenditures
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
United States	79	1,387	17,973	4,405	22,378	15,669	2,108	6,280	8,073	3,908	2,339	10,862	10,084	380	13,957	5,062	$14,797,101	$8,981,778
North Atlantic Division	39	778	11,641	2,679	14,320	8,735	817	3,450	5,973	2,214	1,454	7,617	7,003	164	7,677	2,394	9,090,980	2,159,743
Maine	2	23	93	343	436	432	4	276	64	243	100	56	53	5	155	0	130,000	39,985
New Hampshire	1	10	87	13	100	99	1	35	65	90	10	90	18	2	98	90	50,000	23,100
Vermont	2	20	161	26	187	170	17	40	60	67	40	331	328	4	104	94	110,000	25,612
Massachusetts	16	172	1,992	393	2,385	1,435	66	165	413	109	77	1,537	1,209	27	675	71	575,725	203,855
Rhode Island	2	31	200	231	431	224	15			4	1	173	183	9	236	106	400,000	73,066
Connecticut	1	40	421	0	421	404	17					216	229	9	421	350	500,000	
New York	9	279	6,674	1,301	7,975	3,952	319	2,166	5,017	853	847	3,749	3,357	78	3,985	1,792	4,536,371	1,160,153
New Jersey	3	61	529	124	653	586	67	91	91	24	17	257	270	9	387	50	331,215	124,213
Pennsylvania	3	142	1,484	248	1,732	1,433	311	677	263	824	364	1,276	1,356	21	1,618	339	2,557,641	490,759
South Atlantic Division	7	44	1,023	104	1,127	1,044	273	598	205	621	311	651	462	28	933	831	872,500	176,534
Maryland	4	32	879	104	983	879	114	335	144	542	155	276	311	20	550	731	590,000	95,102
Delaware	1	5	41	0	41	21	20	32	9	1	8	20	13				27,500	8,003
District of Columbia	1	1	201	0	201	75	126	151	50	78	38	116	114	6	201	75	300,000	47,000
West Virginia	1	5	82	0	82	69	13	80	2			39	24	2	82	26	25,000	26,429
South Central Division	5	41	781	251	1,032	752	278	549	121	95	134	768	389	18	568	50	575,000	111,478
Kentucky	2	22	240	217	457	381	74	377	118	40	90	301	46	5	40		350,000	32,000
Tennessee	1	1	270	34	304	279	25			55	40	162	44	9	300	50	150,000	46,000
Louisiana	1	1	96	0	96	25	71					245	247	1	96	0		9,000
Texas	1	17	175	0	175	67	108	172	3			60	51	2	132	0	75,000	23,480

TABLE 45.—*Summary of statistics of reform schools, for 1891-'92*—Continued.

Division and State	Number of institutions	Number of assistants	Inmates. Sex. Male.	Sex. Female	Sex. Total	Race. White.	Race. Colored.	Nativity. Native parents.	Nativity. Foreign-born parents	Illiteracy. Could only read	Illiteracy. Could neither read nor write	During year. Committed.	During year. Discharged	School. Teachers.	School. Pupils	Number taught mechanical or manufacturing trade	Value of grounds and buildings.	Expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
North Central Division	24	465	4,022	1,316	5,338	4,606	711	1,998	1,534	847	850	1,294	2,114	149	4,221	2,101	$3,799,291	$1,230,627
Ohio	2	81	224	371	613	495	118	.....	.....	112	155	375	354	8	298	.....	500,000	104,524
Indiana	2	50	472	143	615	393	222	143	0	23	91	234	31	52	615	473	209,000	109,980
Illinois	2	12	337	159	496	423	73	317	179	58	60	244	.....	11	492	114	330,240	115,779
Michigan	4	51	758	321	1,079	910	69	257	256	48	56	234	275	23	773	570	578,783	201,939
Wisconsin	2	23	346	152	498	377	7	114	270	50	27	173	218	9	315	103	282,275	80,907
Minnesota	3	97	670	51	721	709	22	217	383	204	205	279	327	21	411	255	373,243	405,006
Iowa	2	52	395	138	533	464	67	342	191	282	178	153	151	2	433	112	227,000	72,284
Missouri	3	51	321	90	411	336	75	142	139	5	7	238	216	13	387	280	342,500	75,341
South Dakota	1	12	51	15	66	50	2	.....	.....	14	5	25	24	1	66	12	50,000	13,300
Nebraska	1	1	210	0	210	199	11	163	47	38	33	107	90	5	210	89	160,000	46,987
Kansas	2	38	220	76	296	251	45	303	69	15	28	232	151	4	220	23	164,570	44,660
Western Division	4	69	506	55	561	532	29	283	240	131	80	532	117	21	[illegible]	256	459,330	203,396
Colorado	1	17	165	0	165	144	21	100	65	83	40	117	106	4	165	21	75,000	49,000
Washington	1	12	69	8	77	76	1	39	38	23	5	77	0	2	77	25	33,093	31,597
Oregon	1	10	56	0	56	56	0	21	35	24	25	59	3	1	56	20	56,000	72,500
California	1	30	216	47	263	256	7	123	102	1	.....	279	9	13	260	190	295,237	50,299

TABLE 46.—*Statistics of reform schools, for 1891-'92.*—PART I.

	Post-office.	Name.	Executive officer	Number of assistants.	Inmates.															Value of grounds and buildings	Expenditures.	
					Sex		Race.		Nativity.		Illiteracy			During year		School.			Number taught manufacturing or mechanical trade		Buildings and improvements	Support
					Male.	Females.	White.	Colored.	Native parents.	Foreign born parents.	Can only read	Can neither read nor write	Average age of inmates	Committed	Discharged	Number of teachers.	Hours of daily session.	Number of pupils				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Whittier, Cal.	Whittier Reform School for Juvenile Offenders.	Walter Lindley, M. D.	207	216	47	256	7	123	102	1		14	272	9	13	3	260	190	$238,337	.....	$50,299
2	Golden, Colo.	State Industrial School	Dorus R. Hatch	17	165	0	144	21	100	65	89	40	12	117	105	4	4	165	21	75,000	$13,000	36,000
3	Meriden, Conn.	State Reform School	Geo. E. Howe	40	421	0	404	17	.....	..	.....	.....	14, 15	216	229	9	3	421	350	300,000	.....	.....
4	Wilmington, Del.	Ferris Industrial School	H. E. Haines	6	41	0	21	20	32	9	1	8	...	20	13	...	...	...	..	....	27,500	5,008
5	Washington, D. C.	Reform School of the District of Columbia.	Geo. R. Shallenberger.	1	201	0	75	126	151	50	78	38	14	116	114	6	4	201	75	200,000	8,750	38,250
6	Pontiac, Ill.	Illinois State Reformatory	B. F. Sheetz	1	337	0	271	66	202	135	58	55	..	163	.....	8	4	337	114	240,240	23,901	71,999
7	South Evanston, Ill.	Illinois Industrial School for Girls.	Miss F. E. Morgan	11	0	159	152	7	115	44	0	5	8 12	81	.....	3	6	156	.....	90,000	3,600	16,279
8	Indianapolis, Ind.	Reform School for Girls and Woman's Prison	Miss Sarah F. Keely.	12	0	143	7	136	143	0	9	17	13	42	47	12	6	143	1	200,000	6,770	33,210
9	Plainfield, Ind.	Indiana Reform School	T. J. Charlton	38	472	0	390	86	No data.		14	74	14	129	266	40	8	472	472	No data.	4,563	65,437
10	Eldora, Iowa.	Boys Department, Iowa Industrial School	B. J. Miles	26	396	0	342	53	217	178	242	153	15	105	121	.....	4	395	112	157,000	9,500	27,125
11	Mitchellville, Iowa.	Iowa Industrial School.	C. C. Cory	16	0	138	123	14	125	13	40	15	14	48	80	2	...	138	0	70,000	5,625	17,034
12	Beloit, Kans.	State Industrial School for Girls.*	Martha P. Spencer	7	0	76	73	3	138	14	1	10		38	2	...	..	....	.....	31,570	2,000	13,000
13	North Topeka, Kans.	Kansas State Reform School,	W. E. Fagan	28	230	0	178	42	165	55	14	18	16	194	142	4	5	220	28	133,000	0	28,080
14	Louisville, Ky.	Industrial School of Reform.	Peter Caldwell	..	240	77	243	74	247	70	40	50	.....	371	36	.....	.....	. .	.....	350,000	.....	32,000

*From 1890-'91.

TABLE 46.—*Statistics of reform schools, for 1891-'92*—PART I—Continued.

	Post-office.	Name.	Executive officer.	Number of assistants.	Inmates. Sex. Male	Sex. Female	Race. White.	Race. Colored	Nativity. Native parents.	Nativity. Foreign-born parents.	Illiteracy. Can only read	Illiteracy. Can neither read nor write.	Average age of inmates.	During year. Committed	During year. Discharged.	School. Number of teachers.	School. Hours of daily session.	School. Number of pupils.	Number taught manufacturing or mechanical trade	Value of grounds and buildings	Expenditures. Buildings and improvements.	Expenditures. Support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
15	Newport, Ky	Convent of the Good Shepherd	Mother M. of St. Scholastic.	22	0	138	138	0	130	48	0	40	18-24	30	10	6	4	40	0	.....	.....	.....
16	New Orleans, La.	Boys House of Refuge	U. C. Staunton.	1	96	0	25	71	...	...	....	....	10-12	254	247	1	0	96	0	.....	.....	39,998
17	Hallowell, Me..	Maine Industrial School for Girls	E. Rowell..... ...	6	0	343	340	3	276	64	243	100	10	23	....	2	3	60	..	$30,000	$1,043	8,390
18	Portland, Me..	State Reform School	J. R. Farrington.	17	93	0	91	1	..	..	....	....	16	33	53	3	4	93	..	100,000	9,576	20,978
19	Baltimore, Md	House of Refuge	Robert J. Kirkwood.	....	208	0	208	0	46	24	....	...	15	....	....	4	...	181	181	... ..	.....	45,403
20	Carroll Station Md	St. Mary's Industrial School for Boys of the City of Baltimore.	Bro. Dominic.....	18	395		395	0	115	120	380	15	12	140	181	8	4	391	315	300,000	2,995	8,068
21	Cheltenham, Md.	House of Reformation	John W Horn....	16	276	0	276	0	276	0	141	135	12	106	98	5	5	276	174	200,000	2,100	21,414
22	Melvale, Md....	Industrial Home for Colored Girls	Mrs Hannah F Whittemore	8	0	104	0	104	104	0	21	15	.. ..	30	32	3	4	104	60	25,000	6,969	8,153
23	Boston, Mass..	New England Home for Little Wanderers.	Rev. V. A Cooper .	1	63	26	87	2	.	...		...	....	...	..	3	5	89	....	.. ..	... ...	... .
24	...do.	Home for Neglected Children *	A B. Heath.....	32	219	146	361	4	..	....	...	....	... .	658	305	..	.	... .	....	275,000	3,253	41,308
25	Deer Island, Boston, Mass.	House of Reformation	James R. Gerrish..	5	56	0	52	4	8	44	13	17	14	95	114	2	4	56	12	.... ..	....	.....
26	Deer Island, Boston Harbor, Mass.	Truant School	..do.	5	64	0	62	2	43	2[illegible]	17	8	.... .	4124	142	2	4	64	0	.....	....	.....
27	Concord Junction, Mass.	Massachusetts Reformatory.	Joseph F. Scott...	..	882		.	...	.	..	.	.	.....	. .	...	. .	....	.....	.....	.....	.....	.....

28	Lancaster, Mass	State Industrial School for Girls.	L. L. Brackett	15	0	91	88	5	No data.		20	14	15	46	13	4	4	91		55,723	No data.	20,689
29	Lawrence, Mass	Essex County Truant School.	Henry E. Swan	6	44	0	43	1	2	44		4	13	33	17	1	4	47	47	17,000	1 064	7,169
30	Lowell, Mass	House of Employment and Reformation for Juvenile Offenders.	Albert Pinder		81	29	108	1	18	93	9	23		110	93	2	5	53	0			
31	New Bedford, Mass.	City Truant School*	P. S. Macy	2	11	0	10	1		11	0	0		9	11					2,000		2,425
32	North Cambridge, Mass.	Cambridge Truant School.	Martin L. Eldridge	2	21		20	1	9	12	0	0		10	12							3,500
33	Palmer, Mass	Massachusetts State Primary School *	Amos Andrews	52	254	101	314	41							222						3,729	57,675
34	Salem, Mass	Plummer Farm School	Chas A Johnson	4	30	0	30	0	24	6	10	2	12	16	15	1	4	30	12	25,000	900	5,800
35	Springfield, Mass.	Hampden County Truant School	Frank H. King	2	16	0	16	0	0	16	13	2	13	12	12	1	5	16	0	16,000		
36	Walpole, Mass	Norfolk, Bristol, and Plymouth Union School	Aaron R. Morse	3	32	0	30	2	5	25	26	6	12	35	38	1	3	32	0	19,000	6,000	7,500
37	Westboro, Mass	Lyman School for Boys	Theodore F. Chapin	42	196	0	185		54	142	1	1	15	120	130	10	5	192		166,000	11,500	27,690
38	Worcester, Mass	Worcester Truant School *	B. F. Parkhurst	1	20	0	17	3			0	0		35	31							3,654
39	Adrian, Mich	State Industrial Home for Girls	Lucy M. Sickles	26	0	215	196	17	115	96	24	28	17	83	75	8	8	200		165,962	5,248	44,737
40	Detroit, Mich	House of the Good Shepherd	Mother Mary St. Stanislaus.	16	0	105	105	1				15	12-30	50	50	1	30	30	100	50,000	4,000	450
41	Ionia Mich	State House of Correction and Reformation.	W. R. Gourley	4	298	0	287	31	138	160	24	13	23			5	2	93	220	155,980	1,200	35,427
42	Lansing, Mich	Michigan State Reform School.	W. H. S. Wood	5	460	0	340	20					14	101	150	11	5	450	250	206,820	49,563	67,994
43	St. Cloud, Minn	Minnesota State Reformatory	D. E. Myers	31	131	0	122	3			1	11		82	83	4	2	110	75	170,000	18,908	50,512
44	Red Wing Minn	State Reform School	J. W. Brown	35	274	27	293	8	117	184	79	19	13	98	89	6	4	201	180	413,343	102,252	125,334
45	St. Paul, Minn	Minnesota State Reform School *	J W. Brown	31	275	24	288	11	100	190	124	175		115	91					300,000	125,000	48,000
46	Booneville, Mo	Missouri Reform School for Boys	Lyman D Drake	20	130	0	106	22				3	17	75	55	2	4	130	130	109,000	4,500	23,500
47	Chillicothe Mo	State Industrial Home for Girls	Emma M. Gilbert	3		22	22	0	22	0	5	4	14	12	1	1	4	22	0	42,500	310	6,031
48	St Louis, Mo	House of Refuge	Henry Guibor	23	191	68	205	53	120	139			14	150	160	10	4	235	150	200,000	4,000	37,000
49	Kearney, Nebr	State Industrial School for Juvenile Offenders	John T Mallalieu	1	210	0	199	11	153	47	36	38	14	107	90	5	5	210	89	180,000	2,242	44,745
50	Manchester, N.H	State Industrial School	J. C. Ray	10	87	12	99	1	35	65	90	10	15	20	18	2	5	28	90	50,000	4,000	19,100
51	Jamesburg, N. J.	New Jersey State Reform School	Ira Otterson	39	329	0	283	46	40	53				136	219	7	4	200	80	150,000	8,337	52,654
52	Trenton, N J	State Industrial School for Girls.	Mrs. Mary A. McFadden	6	0	87	73	14	51	36	10	6	14	27	7	2	3	87	0	64,090	25,000	12,302
53	Verona, N J	Newark City Home*	C. M. Harrison	17	200	37	230	7			14	11		94	54					117,185	3,926	26,294
54	Brooklyn, N. Y.	Brooklyn Truant Home	Patrick H. Corrigan.	5	393	0	382	13	265	130	330	95		395	303	3	5		0	112,000	8,560	30,819

* From 1890–'91.

TABLE 46.—*Statistics of reform schools, for 1891-'92.*—PART I—Continued.

	Post-office.	Name.	Executive officer.	Number of assistants	Inmates.															Value of grounds and buildings	Expenditures.	
					Sex.		Race.		Nativity		Illiteracy			During year		School.			Number taught manufacturing or mechanical trade		Buildings and improvements.	Support.
					Male	Female.	White.	Colored.	Native parents	Foreign-born parents.	Can only read	Can neither read nor write	Average age of inmates.	Committed	Discharged	Number of teachers	Hours of daily session	Number of pupils				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
55	Canaan Four Corners	Burnham Industrial Farm	W M. F Round.	8	80	0	79	1	...	..	-	...	13	25	13	...	4	80	....	$65,000	$12,000	$74,000
56	Elmira, N Y	New York State Reformatory School.*	Z. R. Brockaway.	17	1,236	0	1217	39	418	838	131	157	.....	681	525	-	----	-----	..	1,290,390	9,794	154,910
57	Hudson, N. Y.	House of Refuge for Women	Sarah V Coon ..	24	288	0	271	17	20	268	20	13	19	73	62	3	5	240	0	165,000	1,093	58,904
58	New York, N. Y (Station L).	House of Refuge.	Isreal C Jones	61	425	64	397	92	51	218	245	136	-	307	326	...	-	----	..	500,000	9,782	102,637
59	New York, N Y (Station M).	New York Juvenile Asylum	Elisha M. Carpenter	70	768	204	882	90	949	53	26	175	11	614	567	18	4	1,063	200	700,000	40,473	109,676
60	New York, N Y (Station L).	Society for the Reformation of Juvenile Delinquents in the City of New York.	O W. Lowry, Lieut., U. S. N.	2	457	63	..	----		-	62	116	14	330	308	15	4	500	306	500,000	462	109,019
61	Rochester, N. Y.	State Industrial School.	Vincent M Mastin.	1	658	133	724	67	363	436	---- ..	-----		484	421	..		---	-----	362,877	11,712	123,287
62	West Chester, N Y	New York Catholic Protectory.	Sister M Anita. .	91	2,367	877		.. .	100	3,104	78	155	12	850	830	39	8	2,112	1,226	841,404	32,403	310,028
63	Delaware, Ohio	Girls' Industrial Home	A. W. Stiles.....	41	0	298	251	47	-	-	16	19	14	91	84	6	5	298	....	225,000	6,599	40,581
64	Cincinnati, Ohio.	Cincinnati House of Refuge *	Levi S. Fulton ...	40	242	73	244	71	121	194	93	130	--- -	284	270	...	-----	----	----	305,000	-----	57,344
65	Salem, Oregon ..	Oregon State Reform School.	B J. Miles.....	10	56	0	56	0	21	35	24	35	13	59	3	1	4	56	20	58,000	58,000	20,500
66	Huntingdon, Pa.	Pennsylvania Industrial Reformatory at Huntingdon, Pa.	T. B. Patton.....	30	570	0	496	86	..	---- -	374	58	19	572	541	7	2	466	201	1,000,000	45,000	175,000

67	Glenn Mills, Pa	House of Refuge	F H Nibecker	2	544	140	523	161	463	221	416	228	14	447	527	11	4	664		260,000	1,408	156,090
68	Morganza, Pa	Pennsylvania Reform School	J A Quay	60	370	108	414	64	225	42	4	60	14	257	288	3	7	478	138	607,641	27,086	84,175
69	Howard, R. I	Sockanosset School for Boys	W. W. Murry	37	200	0	188	12	...	...	...	...	14	151	161	4	3	200	54	240,000	25,000	35,000
70	Howard, R. I	Oaklawn School for Girls.	R. S. Butterworth	4	0	30	30	3	...	...	4	1	15	22	22	5	...	36	54	200,000	...	12,095
71	Plankinton, S. Dak.	South Dakota State Reform School for Boys and Girls	C. W Ainsworth	12	51	15	50	2	..	....	14	5	14	25	24	1	4	66	12	80,000	0	13,300
72	Nashville, Tenn	Tennessee Industrial School	W C Kilvington	1	270	34	279	25	..	....	35	40	..	162	44	9	4	300	60	150,000	4,000	42,000
73	Gatesville, Tex	House of Correction and Reformation.	J F McGuire	17	175	0	67	105	172	3	..	...	14	60	51	2	8	132	0	75,000	5,000	16,48
74	Rutland, Vt	Vermont House of Correction.	G N. Bayres	5	89	11	90	10	40	60	17	20	37	306	289	1	2	30		60,000	...	9,441
75	Vergennes Vt	Vermont Reform School	S A Andrews	15	72	15	80	7	No data		50	20	14	26	30	3	5	84	24	50,000	1,107	15,054
76	Chehalis, Wash	Washington State Reform School	Thomas P Westerndorf	12	69	8	78	1	39	38	23	5	13	77	0	3	3	77	25	38,093	13,093	18,504
77	Pruntytown, W Va.	West Virginia Reform School	C. C. Showalter	5	82	0	69	13	80	2	....	..	11	39	24	2	4	82	26	25,000	1,600	24,029
78	Milwaukee, Wis	Wisconsin Industrial School for Girls.	Sarah E Price	22	31	152	66	1	75	34	..	...	.	...	....	...	..	....		68,380	1,450	22,306
79	Waukesha, Wis	Industrial School for Boys.	M. J. Regan	1	315	0	309	6	79	239	50	27	14	173	213	9	4	315	168	214,495	2,000	55,051

*From 1890–'91.

TABLE 40.—*Statistics of reform schools, for 1891-'92*—PART II.

	Name.	Intelligence								Health			Conduct		
		Deficient.	Fair	Good.	Excellent.	Percentage of deficient.	Percentage of fair	Percentage of good	Percentage of excellent.	Percentage of good	Percentage of fair	Percentage of bad	Percentage of good	Percentage of fair	Percentage of bad.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Whittier Reform School for Juvenile Offenders	5	12	35	211	1 9	4.5	13.2	80 2	100	0	0	95	5	0
2	State Industrial School	22	50	63	30	13.33	30.3	38.18	18.18						
3	State Reform School														
4	Ferris Industrial School														
5	Reform School of the District of Columbia														
6	Illinois State Reformatory									90	10	0			
7	Illinois Industrial School for Girls														
8	Reform School for Girls and Woman's Prison	0	73	35	35		51	24 48	24 48	90	10				
9	Indiana Reform School for Boys	56	181	169	66	11.86	38.35	35 8	14	92	5	3	60	30	10
10	Boys' Department, Iowa Industrial School	15	26	110	44	6.58	73.48	11 14		75	99	1	50	75	25
11	Iowa Industrial School	25	50	25	38	18.11	36.16	18.11	20.2	100	0	0	40	40	20
12	Kansas State Reform School	4	61	133	22	1.36	27.72	60.45	10	90	7	3	70	16	14
13	Louisville Industrial School of Reform														
14	Convent of the Good Shepherd									66					
15	Boys' House of Refuge														
16	Maine Industrial School for Girls	34	68	173	68	9 9	19 81	50.43	19.81				50	30	10
17	State Reform School														
18	House of Refuge	10	145	40	5	5	72.50	20	2 50	95	3	2	50	25	25
19	St Mary's Industrial School for Boys of the City of Baltimore.	9	70	80	30	2.33	18.82	20.25	5.59	90		3	75		10
20	House of Reformation	10	75	150	41	3 02	27.17	54.34	14.72	92	25	13	37	29	14
21	Industrial Home for Colored Girls	25	64	10	5	24	61.53	9 61	4 8	50	40	10	25	25	50
22	New England Home for Little Wanderers														
23	House of Reformation for Boys	6	25	10	5	10.71	62 5	17 85	8.92	100					
24	Truant School	1	40	17	0	1.56	62.5	26.56	9 37	100					
25	Massachusetts Reformatory														
26	State Industrial School for Girls	12	40	21	13	13 18	44	23	14 29	90		10			
27	Essex County Truant School		3	44		6 4	93.6			100					
28	House of Employment and Reformation for Juvenile Offenders														
29	Plummer Farm School	14		21	7	0.66		70	23.33						
30	Hampden County Truant School	0	16				100			100					
31	Norfolk, Bristol, and Plymouth Truant School	3	12	11	8	9.4	37 5	34 4	25	100			25	50	25
32	Lyman School for Boys	5	90	95	8	1 5	46.07	48 47	4 53	90	9	1	40	33	27
33	State Industrial Home for Girls	20	84	80	30	9 3	39.07	37 72	14 42				25	50	25
34	House of the Good Shepherd	10	27	8	0	9 43	25.37	7.55		90	6	4	90	50	

35	State House of Correction and Reformatory	123	87	59	29	41.6	2.9	1.98	9 72	85	4	1	60	35	5
36	State Reform School	0	4	89	370		0 87	17 39	81.74	98		2	88	10	10
37	Minnesota State Reformatory	13	109	7	3	9.16	83.28	5.35	2.3	70	30		50	70	20
38	State Reform School									80	18	2	70	75	15
39	Missouri Reform School for Boys	28	2	75	2	21.51	19 23	57 09	1 5	60	20	20	40	20	10
40	State Industrial Home for Girls	0	13	7	2		59	31.8	9	73	14	13	37	43	17
41	House of Refuge									90	8	2	60	36	4
42	State Industrial School for Juvenile Offenders	41	69	87	10	20.95	32.86	41.42	4 76	90	6	4	75	20	5
43	State Industrial School	1	0	93	50	1	6	93	50	100					
44	New Jersey Reform School														
45	State Industrial School for Girls	0	20	40	17		23	46	19 54	90	10		70	30	
46	Brooklyn Truant Home			275	120			66.62	33.16	100					
47	Burnham Industrial Farm	1	9	55	15	1 25	11.25	68.75	18.75	100			60	40	
48	House of Reform for Women	29	71	117	71	10	25	40	25	75	20	5	70	20	10
49	House of Refuge														
50	New York Juvenile Asylum	97	195	291	389	1	20	30	40	100			90	9	1
51	Society for the Reformation of Juvenile Delinquents in the City of New York.														
52	New York Catholic Protectory		706	890	1,460		29.62	34.04	61.93	75	20	5			
53	State Industrial School														
54	Girls Industrial Home														
55	Oregon State Reform School	3	34	18	4	5.35	60.7	32.13	7.14	90		10		80	20
56	Pennsylvania Industrial Reformatory	23	434	115	0	4.02	76.23	20		95		5	80	10	10
57	House of Refuge														
58	Pennsylvania Reform School														
59	Sockanosset School for Boys														
60	Oaklawn School for Girls	1		35		2.77		97 22		100					
61	South Dakota State Reform School for Boys and Girls	4	20	30	14	6	30	45.41	32 21	100			100		
62	Tennessee Industrial School	56	97	64	83	13.42	32.32	21	27 53	88	8		80		
63	House of Correction and Reformatory									100			25	65	10
64	Vermont House of Correction									50	37	13	50	37	13
65	Vermont Reform School	5	20	42	20	5.86	23	48.3	23	87			50	38	12
66	Washington State Reform School	1	7	19	50	1.3	9	24 07	64 93	50	33	13	66	34	
67	West Virginia Reform School	4	141a	32	5	1.4	50	46.8	1.77	90	8	2	80	7	4
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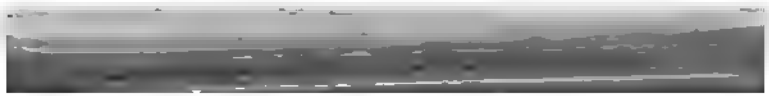

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